

# BUSINESS EDUCATION WORLD

NOVEMBER, 1958

SCHOOLS: BEFORE AND AFTER

BUILDING UP YOUR EQUIPMENT

TELEVISION

WHAT EDUCATORS SAY

A SPECIAL REPORT

*Modernize now for growth*

**50**  
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## Publisher

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VOLUME 39, NUMBER 3

## SPECIAL SECTION

### PLAN '59: MODERNIZE NOW FOR GROWTH ..... 13

#### BEFORE AND AFTER:

Linton High School, Schenectady, N. Y. .... 14

Madonna High School, Aurora, Ill. .... 18

Broome College, Binghamton, N. Y. .... 20

St. Vincent Ferrer High School, New York, N. Y. .... 22

### BUILD UP OFFICE-PRACTICE EQUIPMENT BY "CORNERS" ..... 24

### TELEVISION ..... 27

### WHAT EDUCATORS SAY ..... 28

## FEATURE ARTICLES

### A GRADING TIP FOR A HARRIED TEACHER ..... 7

Use this key to grade objective tests quickly ..... Margaret A. Kiley

### DEVELOPING THE "COMPETENCY OF PARTIES" CONCEPT ..... 32

Evolving business-law understanding, step by step ... I. David Satlow

## SPECIAL SERIES

### TEACHING FUNDAMENTAL ELEMENTS OF BOOKKEEPING (2) .. 31

Content, techniques, devices, and suggestions .. M. Herbert Freeman

## DEPARTMENTS

Problem Clinic .....	5	New-Matter Dictation Charles B. Hicks	39	
Shorthand Corner .....	Celia G. Stahl	35	Business Law Playlet Irving Rosenblum	40
Teaching Aids .....	Jane F. White	36	Dictation Transcript, Today's Secretary	41
Just Between Us .....	Helen H. Green	37	Professional Report .....	42
Electric Typing .....	Marion Wood	38	New Business Equipment .....	50

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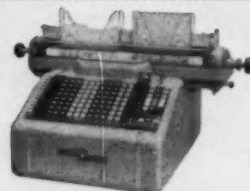
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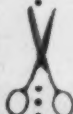
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STATE \_\_\_\_\_



## THE BUSINESS TEACHER'S

# Problem Clinic

**S**O FAR, the new school year has brought few contributions to the Problem Clinic. Remember, whatever value this department has depends on you readers. Now that the new term is well underway, perhaps you'll send the problem that's been bothering you—or a suggested answer to someone else's problem—to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42nd Street, New York 36, N. Y. Remember our prizes: \$25 and \$15 for the two best solutions sent in by May 1; \$10 and \$5 for the two best problems.

### JUNE PROBLEM 1.

*How can we encourage shorthand students to take jobs upon graduation that require the use of their shorthand ability?*

Every year I see several of my students taking jobs that require only typing and office-machine skills. This concerns me, and I would like to know how we, as business-education teachers, can prevent it.

Recently I discussed this problem with a personnel director, and she said it was getting to be difficult to hire shorthand writers. Applicants (who had shorthand skill) were very willing to accept a job at less pay if they were assured of typing or office-machine work—but no shorthand!

It seems to me that we are doing a better job than ever before in training our students to write and transcribe shorthand with the various award programs, dictation records, more interesting textbooks, etc. The students whom I have trained in the past years and who have taken "stenographic" jobs report that they thoroughly enjoy using their shorthand and that they have sufficient skill. Hence, they are prepared!

I am a firm believer in the value of individual conferences with students throughout their high school work. At these conferences we always discuss the possibilities of stenographic jobs, etc. Yet, some who seem convinced, when talking to me, that they want to use their shorthand have taken routine jobs as mentioned above.

Is it not a vital problem to us then to keep these students interested in shorthand, so that they will make use of this skill that we and they have worked so hard to develop?

IDONNA BURKHART FLORELL  
David City, Nebraska

### Suggested Solution

Dear Idonna Florell:

I believe that the answer to your problem is so simple that it seems complicated. The courses offered should meet the needs of the students, and not the reverse as the wording of your question seems to imply.

The entire business-education curriculum is in line for a major revision that inevitably is going to topple the big three. Bookkeeping and shorthand will die and be buried, and only typing will rise to a position of supremacy. I am basing my statement on three years of research which went into my study, *Electronic Data Processing — Implications for Business Education in High School*, which is available from Sacramento

State College, Sacramento, California.

Be happy that your shorthand students are going into jobs requiring typing and office-machine skills—these are the kinds of skills that will be important in the business-education world in the near future. As a business teacher do not try to prevent it—you cannot prevent it any more than you can hold back the sea. Typists will largely replace stenographers; they will type from information dictated to transcription machines.

There will always be a need for your subject, shorthand, just as there will always be a need for bookkeeping, which is one of the subjects that I teach; but the trend is against both subjects. Do not fight it, join it.

ENOCH J. HAGA  
Vacaville, Calif.



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in your classes!

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# A Grading Tip for a Harried Teacher

MARGARET A. KILEY

George Mason Junior-Senior High School, Falls Church, Va.

**A**RE YOU FACED with a pile of papers to grade, report cards to figure out, and just not enough time in which to do it all? You and I know that feeling too well. So, from one "fellow-sufferer" to another, here's a little tip that saves me a good deal of time. I hope it will help you, too.

This method can be used in grading objective tests of the true-false or multiple-choice variety.

First of all, before the examination, tell your students that each of their choices for the correct answers should be indicated by drawing an "X" through the *number* (in the case of a multiple-choice question) or through the *T* or *F* (if the question is of the true-false type).

When the students receive the examination, the questions and (most important) the *answers* should be arranged like this:

## MULTIPLE CHOICE

**DIRECTIONS:** Draw an X through the number in the Answers column that correctly completes each of the following statements.

### ANSWERS COLUMN

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. To move the carriage quickly to any point on the scale, depress the (1) carriage-return lever, (2) carriage-release lever, (3) space bar, (4) backspace key, (5) none of these | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

## TRUE-FALSE

**DIRECTIONS:** After each of the following statements, draw an X through the *T* if the statement is true or an X through the *F* if the statement is false.

### ANSWERS COLUMN

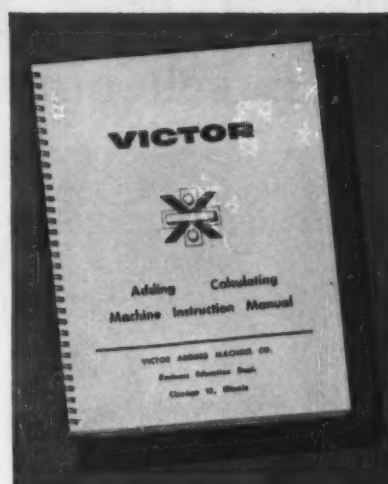
- |   |   |   |
|---|---|---|
| 1. There are 15 lines in a vertical inch. | T | F |
|---|---|---|

Keeping all the answers in one column is very important. I'll explain why.

First, take a copy of the exam and mark an X through all the correct answers. Then, with scissors, cut this Answers Column away from the rest of the exam. Now, with a paper punch, punch out the correct answers that you've just X'd through. You now have a "mask" of holes that you can place over the students' papers. Just line it up over their answers, and you can see at a glance how many are correct—the X's that the students marked correctly will show through. Just add them up. It's simple and quick.

Of course, if you wish to use the tests for diagnostic or remedial purposes, you can use a red pencil and indicate with a red X the correct answer where the student has failed to do so. Then, when you return the papers, students can go over their mistakes. Also, you can, after you mark the papers, do an "item analysis" to determine whether certain questions were unreliable or invalid or whether more drill is needed in particular areas. Unless you're going to return the papers, however, you don't even have to mark them—just count the X's through the holes in the mask to see how many are correct.

I hope you'll try this timesaver—and like it.



# FREE

**Adding Machine-  
Calculator  
Complete Instruction  
Manual**

**\$3.00  
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**First and only manual including  
a complete adding machine and  
printing calculator course**

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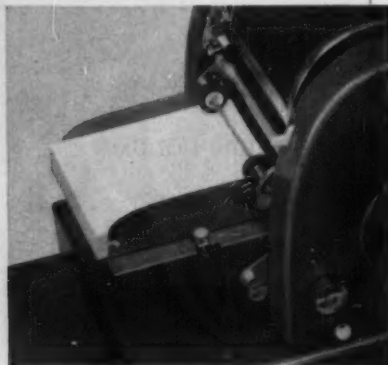
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## Schoolteacher's Lament or *If Health Is Wealth, I'm Loaded*

As I remember, when a child,  
My illnesses were always mild.

Consistently, it's true today.  
I'm never sick enough to stay

Away from school to convalesce.  
I am a healthy, hale success.

What's worse, I wait until vacations  
For measles and their variations.

But even that is not so great  
As this affliction which I hate:

It's just my fate—it isn't right—  
I catch my cold on Friday night.

P.S. My appendectomy?  
I had it by the age of three.

## Teacher's Mother Goose

A diller, a dollar,  
A nine o'clock scholar,  
What makes you come so soon?  
Why arrive at nine o'clock  
When you sleep till noon?

...

Little Miss Snooks has lost her books,  
I'm told with sad elation.  
And so from class this little lass  
Expects a brief vacation.

...

Little Jack Horner sits in his corner  
Where he can nod and doze.  
"Front seats are for teacher's pets."  
He isn't one of those.

RUTH UNRAU  
Bethel College  
North Newton, Kan.

### CORRECTION

"How One Class Mastered Proportionally Spaced Typing" (BEW, Oct. '58, p. 21) contained two errors that did not appear in Marion Wood's manuscript.

Near the end of the first column on page 21, a description of "shadow writing" includes the statement that the expand key is lowered for the second typing; actually both typings are done with the expand key in "up" position.

Near the middle of the first column on page 23, it is stated that the letter "i" occupies ½ unit on the IBM Executive typewriter; it actually occupies 2 units.



# Smith-Corona

EXECUTIVE OFFICES

701 East Washington Street • Syracuse 1 • New York

October 15, 1958

What's new?

As a business teacher you're always 'on the prowl' for new methods, new books, new equipment. That's why I'm sure you will be interested in some of the new features that make the Smith-Corona Electric more "teachable" than ever.

Above all, the Smith-Corona Electric is new - new in concept, new in engineering, new in its exclusive features that are geared for this new dimension of typewriting.

Consider just three of these exclusives:

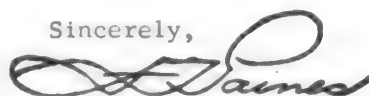
- \* A signal light which tells you at a glance if classroom machines have been turned on.
- \* A sloped keyboard angled to fit the natural movements of the fingers.
- \* Concentration of all operating controls in the keyboard area.

If you're a typical teacher, however, you are probably just as interested in durability as you are in features. Knowing what you do about the daily classroom pounding given machines, you want to have features backed up by sturdiness in the machine itself. Only then are you ready to be impressed.

This Electric, in answer, is designed to meet the challenge of continuous classroom use. From its double-strength frame to its "roll-free" printing action, it is engineered part-by-part to withstand student-administered punishment.

Compare its features -- compare its sturdiness with any other electric typewriter. Call your local representative for a 'proof-in-practice' demonstration.

Sincerely,



Drummond F. Gaines  
Vice President

DFG/gh



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- 5. Instructor's manual
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**PLAN** '59

## Modernize now for growth

Business-education enrollments are outrunning teacher supply

Business is demanding better trained employees

Business education is accused of not being "solid" enough

1959 WILL BE A YEAR OF DECISION FOR MANY SCHOOLS

Find out:

1. What four schools have done about modernization
2. How to build an office-machines program by degrees
3. The place of television in a modernization program
4. What leading educators say about the need to modernize

BEFORE AND AFTER

# LINTON HIGH SCHOOL

SCHENECTADY, NEW YORK

**L**INTON HIGH SCHOOL is a dream realized. Made up of a group of one-story buildings spread over more than a quarter-million square feet of space, it cost well over \$4,000,000. Last February, the entire student body of Nott Terrace High School walked over to the new plant and began classes. Of approximately 1,800 students enrolled at the school, nearly 1,000 take one or more business courses. Like the rest of the school, the business-education department is entirely air-conditioned, with fluorescent lighting and an interroom system. As the photos show, the over-all impression is one of spaciousness and light. Mrs. Winifred P. Coe, head of the department, has an office of her own, with an adjoining room for books and supplies.

**Typing Room:** A variety of makes of typewriters; large desks with wire baskets for books; roll-around, adjustable chairs; teacher's demonstration stand; large bulletin board; sink; generous cabinet and counter space.

**Office-Machines Room:** Friden adding machines and Burroughs listing machines on deep-well desks; IBM electric typewriter; sink with hot and cold running water; adequate shelf and storage space.

**Bookkeeping Room:** Tables measuring 18 by 36 inches; Cramm wall charts; two adding machines; draw curtains for film showings; Vu-graph.

**Advanced Shorthand-Transcription Room:** Several makes of typewriters; adjustable desks; washbasin, towels, and soap; cupboards and storage cabinets covering one wall. (This room and the secretarial-practice room are equipped with floor outlets at each station.)

**Secretarial-Practice Room:** Stenographers' desks with adjustable chairs; washbasin; tackboard; three electric typewriters, the rest manual (several different makes); Remington Rand manual 10-key machine.

**Duplicating Room:** A. B. Dick Mimeograph; A. B. Dick Mimeoscope; Gestetner duplicator; Ditto machine; Dictaphone Time Master dictating and transcribing machine.

**Student Store:** Blond-oak counters; ceiling covered with acoustic tile two large show windows for displays; adjustable shelves; stock room, store manager's office, and retailing classroom adjoining.



TYPING ROOM—BEFORE

OFFICE-MACHINES ROOM (DIVIDED)—BEFORE







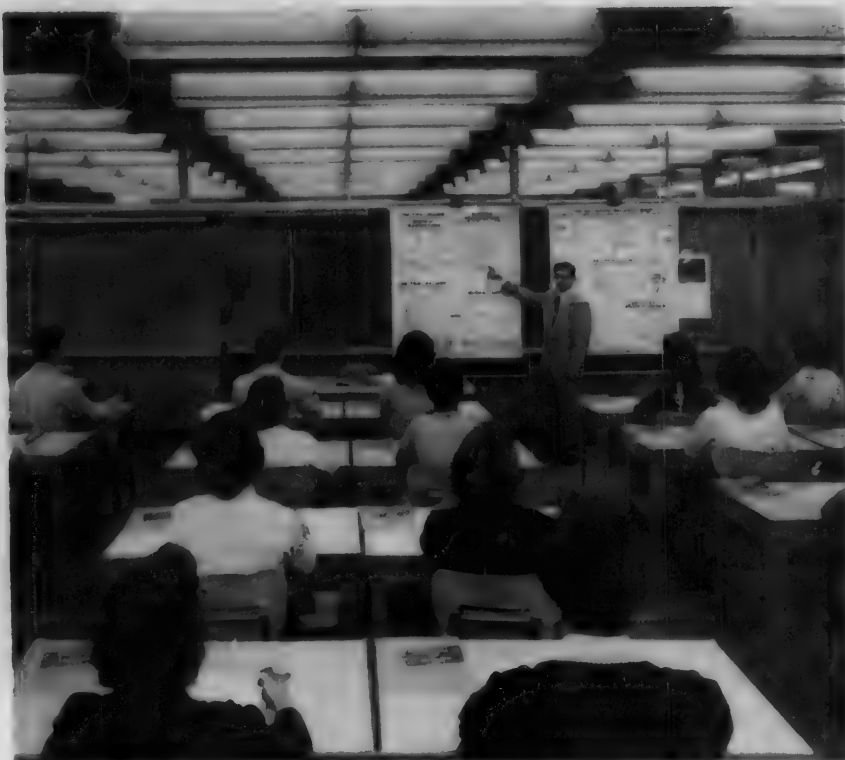
**TYPING ROOM—AFTER**

*(continued on next page)*

**OFFICE-MACHINES ROOM—AFTER**



# **LINTON HIGH SCHOOL** (continued)



**BOOKKEEPING ROOM—AFTER**



**SECRETARIAL-PRACTICE ROOM—  
AFTER  
(DUPLICATING ROOM IN BACKGROUND)**

**SECRETARIAL-PRACTICE  
ROOM—BEFORE**



**BUSINESS EDUCATION WORLD**



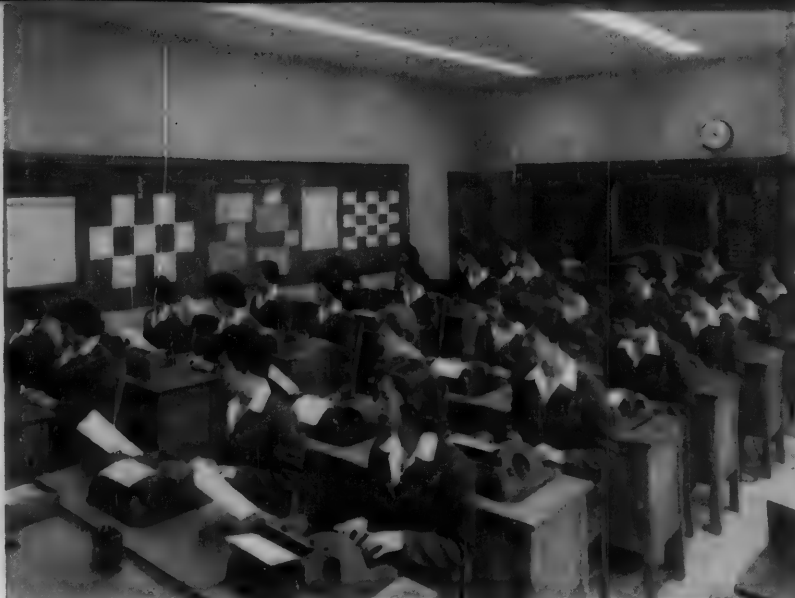
**ADVANCED SHORTHAND-TRANSCRIPTION ROOM—AFTER**

**STUDENT STORE—BEFORE**



**STUDENT STORE—AFTER**





TYPING ROOM—AFTER

TYPING ROOM—BEFORE



OFFICE PRACTICE (IN TYPING ROOM)—BEFORE



#### OFFICE-PRACTICE ROOM

20 all-steel secretarial desks  
20 secretarial posture chairs  
Bulletin board (length of room)  
2 storage cabinets  
Counter-high cabinets  
Files for filing course  
10 electric typewriters  
8 electric Comptometers  
3 manual calculators  
2 ten-key adding machines  
Duplicator  
Mimeograph (electric)  
Mimeoscope  
Folding machine  
Electric envelope sealer

#### 10 Voicewriting machines

Tape recorder, tapes, mike  
Switchboard and intercom phones  
Check writer, paper cutter,  
scale, staplers, dictionaries

#### TYPEWRITING ROOM

28 electric typewriters  
7 manual typewriters  
35 adjustable typing desks  
35 copyholders  
Demonstration stand  
Bulletin board (length of room)  
Storage cabinets  
High fidelity and typing records  
Tape recorder and tapes

#### MODEL SECRETARIAL OFFICE

Secretarial desk  
Secretarial tilt-back posture chair  
Electric typewriter  
Dictation and transcription machine  
Phone  
Side chairs

#### MODEL EXECUTIVE DESK

Double-pedestal conference desk  
Swivel armchair  
2 side armchairs  
2 side chairs without arms  
Credenza unit  
Fiberglass drapes  
Choral rug





OFFICE-PRACTICE ROOM—AFTER: TWO PARTIAL VIEWS AND A FULL VIEW

### BEFORE AND AFTER

## MADONNA HIGH SCHOOL

AURORA, ILLINOIS

SISTER M. THERESE, O.S.F., head of the department at Madonna High School, summarizes the school's business-education program:

"Besides Shorthand I and II, Typewriting I and II, and Bookkeeping, Madonna High School also offers a complete course in office practice. This course includes thorough training in Comptometry, Voicewriting, duplicating, telephone and switchboard techniques, filing, and receptionist's work. Modern equipment and a model office make it possible to offer the girls actual experience in almost every phase of office work.

"During her senior year, the office-practice student spends at least one week in the model office, gaining actual experience in a variety of activities. Although she wears the school uniform (a royal-blue suit) on school days, on these special days she dresses as she would if she were actually employed in an office. As a part of her experience, she will fulfill a variety of well planned assignments. For example, she will take letters and messages by telephone and transcribe them. She will also receive the principal's callers. Her knowledge of telephone techniques has been augmented by the construction of a switchboard in class. The class as a whole works on voice placement, as well as projects on telephone and switchboard techniques, for two weeks."

### MODEL OFFICE—AFTER



### RECEPTION ROOM, MODEL OFFICE—AFTER



# BROOME TECHNICAL COMMUNITY COLLEGE

BINGHAMTON, NEW YORK

Head of Department: A. J. KALBAUGH



TYPING ROOM—AFTER

TYPING ROOM—BEFORE



## TYPEWRITING CLASSROOMS (2)

### Standard Typewriters

Royal, Smith-Corona, Remington,  
Underwood (30)

### Furniture

Ajusto TPC 1520 (30)

Ajusto 2230 Stands (30)

Ajusto Instructors Table

Artmetal 4-drawer File

Goodform Pedestal Desk

Two-door steel cabinet (Prison-built)

### Teaching Aids

V-M 3-speed Record Player

GE Mechanical Interval Timer

RCA 7-TR-3 Tape Recorder

South-Western Typing Tapes

American Book Records (Decca E-1)

McGraw-Hill Dictation Records



**OFFICE-PRACTICE ROOM—  
BEFORE**

**OFFICE-PRACTICE ROOM—AFTER**



**OFFICE PRACTICE LAB**

Dictating-Transcribing Machines

Gray Audograph Combination

Soundscribe Transcriber

Soundscribe Tycoon

Dictaphone Transcribers (2)

Stenorette A-12T7

Edison Transcriber (rented)

Electric Typewriters

IBM Pica

IBM Elite

IBM Prestige Elite (4)

Royal Canterbury Elite (2)

Royal Standard Pica

Remington Special Elite (2)

Smith-Corona Standard Elite

Telephone Unit

Telecom TC-40 Switchboard

Tel-10M dial-less telephones (10)

WE-52 AW Operator Telephone set

**Adding-Calculating Machines**

Marchant 8TDR

Marchant ABIOFA

Friden 10SDX

Burroughs Key Drive

Burroughs Full Keyboard

Burroughs 10-Key

RemRand 10-Key Add

RemRand Prntg Calculator

Monroe 8N13

**Furniture**

American Seating Lab Tables (4)

Artmetal Calculating Desks (6)

Royal Secretarial Chairs (24)

Ajusto TPC 1520 Chairs (4)

Ajusto L-Shaped Sec Stands (12)

All-Steel L-Shaped Sec Desks (3)

Checker Clothes Rack

All-Metal 4-drawer ltr Files (2)

Premier Paper Cutter

**Duplicating Equipment**

A.B. Dick 450

Ditto 9D-15

A.B. Dick Mimeoscope

A.B. Dick Drawing Instruments

Ozalid Projecto-Printer & acces

**TYPEWRITING WORKROOM**

Typewriters

Old Models (10)

Furniture

Oak Stands (12)

Ajusto TPC 1520 Chairs (12)

**ACCOUNTING ROOM**

American Drafting Tables (35)

Ajusto RPC 2230 chairs (35)

Lectern



OFFICE-MACHINES ROOM—



OFFICE-PRACTICE  
TYPING ROOM—AFTER

TYPING ROOM—AFTER



BUSINESS EDUCATION WORLD





AFTER (THREE VIEWS ABOVE)

**BEFORE AND AFTER**

NEW YORK CITY

# SAINT VINCENT FERRER HIGH SCHOOL

**OFFICE-PRACTICE TYPING ROOM**

10 electric typewriters:

6 Royal

3 IBM

1 Underwood

24 manual typewriters:

9 Royal

7 Underwood

5 Smith-Corona

3 Remington Rand

1 four-drawer file

1 tape recorder and tapes

1 phonograph and records

**TYPEWRITING ROOM**

54 manual typewriters:

41 Royal

6 Underwood

6 Smith-Corona

1 Remington

1 four-drawer file

1 demonstration stand

**OFFICE-MACHINES ROOM**

13 calculators:

4 Plus

1 Marchant

3 Comptometer

1 Burroughs

4 Monroe (Educator)

2 duplicators:

1 Mimeograph (electric)

1 Heyer (spirit)

1 four-drawer file

4 adding machines:

1 full-keyboard

1 Remington Rand 10-key

1 Underwood 10-key

1 Victor 10-key

5 transcribing machines:

4 Dictaphone

1 Gray Audograph



OFFICE-PRACTICE ROOM—BEFORE



TYPING ROOM—BEFORE

Dictaphone "Time Master" transcribing machine  
Royal typewriter  
Desks of America desk

FAR RIGHT  
A. B. Dick No. 445 Mimeograph (stencil)  
Heyer "Conqueror" Model 70 (spirit)

Text, "Progressive Filing," by Kehn and Yerien (Gregg)  
Gregg practice materials: Alphabetic Card File,  
Variadex Alphabetic Correspondence File,  
Miniature Letters  
Weis steel boxes



1. Use your first corner for filing . . .

R. C. Allen full-keyboard adding machine (manual)  
Underwood Sundstrand 10-key adding machine (electric)



Burroughs posting machine (electric)  
Marchant calculator (electric)



4,5. Give adding, calculating, posting machines a corner . . .

6. And put auxiliary equipment wherever it will fit.

FOREGROUND  
Bostitch stapler  
Ace staple remover  
IDL postage scale  
F & E check protector (Hedman)  
BACKGROUND  
Mutual No. 300 Centamatic punch  
No. 5 Precise trimming board (American Photo Labs)



Photos by Phillip Kaye Studios, Hempstead, N. Y.



2. Give a second corner over to transcription . . .



3. Put duplicators in the third corner . . .

## OFFICE-PRACTICE EQUIPMENT: BUILD IT UP BY "CORNERS"

Spread out a series of modest investments and develop a program by degrees

**T**HERE ARE essential areas within office-practice courses that require no equipment at all, except for a textbook, plus some literature that a teacher can usually obtain free. Business information, guidance, and personality improvement are three examples of such areas; there are others. No office-practice teacher, however, will limit himself to these areas if he can help it. He wants equipment. The question is: Can he get it?

If he teaches in a school like West Hempstead High, he can. Like many other metropolitan-area communities, this Long Island suburb of New York City has money. LeRoy Brendel, head of the school's business-education department, says, "The salesmen tell me we have the most complete machines setup on the Island." But Mr. Brendel has taught in less fortunate schools; his own experience, along with his wide contacts in the field, leads him to appreciate the problems of the teacher who must operate on a shoestring. He emphasizes that *some* equipment, no matter how modest it may be, is better than no equipment at all. In order to help us show how an office-practice room can be built up "a corner at a time," he set up selected items of his equipment for the photos shown on these pages.

A filing corner makes a good beginning. Filing ability

is essential for the beginning office worker, and fortunately a basic filing set is inexpensive. (The steel boxes shown in the photo didn't come with the set; they were the department's own idea.)

Because typewriters are usually available even in a school that owns no other office-practice equipment, most teachers already have the beginning of a transcription unit. As for the dictating and transcribing machine, it can be bought on a rental-purchase plan, as can some other equipment items. The rental contract usually includes a service guarantee.

A duplicating program is a logical next step in the office-practice setup. Although the larger machines are expensive, there is a wide variety of models and prices. (Wooden cabinets like the ones in the photo can often be made in the school shop.)

Adding and calculating machines are a staple feature of most offices and should be included in the teacher's plans. In regard to posting machines, Mr. Brendel recommends simple machines without gadgets, so that students will learn the principles of operation without unnecessary confusion. (Note the strips of wood fastened to the desks; they provide anchorage without affecting the portability of the machines.)

There are other pieces of equipment—some large, some

## OFFICE-PRACTICE EQUIPMENT (continued)

small—that are commonly found in offices. Even though some of the more expensive equipment may be beyond your grasp, you may be able to acquaint students with some of the items shown in the last photo.

### Rotation Plans

With the kind of "skeleton" setup that has been outlined here, it would be difficult to work out a rotation plan for individual students. Almost inevitably, groups of two or three students would have to operate the equipment jointly, with the rest of the class acting as observers until their turns came.

In order to work out an adequate rotation plan for a class of, say, 24 students, the following equipment should be available:

- |                          |                                 |
|--------------------------|---------------------------------|
| 6 Filing Units           | 8 Full-keyboard Adding Machines |
| 3 Key-driven Calculators | 3-4 Transcribing Units          |
| 3 Rotary Calculators     | 2 Stencil Duplicators           |
| 3 10-key Adding Machines | 1 Spirit (Chemical) Duplicator  |

A typical schedule for a full-year office-practice course is based on a 50-50 split between subject matter and

actual laboratory experience, with 90 hours given over to each. It would probably be advisable to devote the first three weeks to launching the course, letting the class stabilize, and perfecting a rotation plan that would account for variables. Each of the next 14 weeks would be divided into two periods a week for subject matter and three periods a week (a total of 42 hours) for actual laboratory work. The final week of the first term would be given over to subject matter once again.

In the second term, the students would be occupied with subject matter for the first week; the next 16 weeks would be split as before (giving, this time, a total of 32 hours for subject matter, 48 for lab work); and the students would resume desk work for the last week.

If a teacher who had the equipment listed above wanted to devote 30 hours to filing and the other 60 hours to machine assignments, he would be able to use the schedule below. (For scheduling convenience, the total time has been subdivided into 18 intervals of 5 hours each. The number shown after the machine symbol identifies the specific machine to which the student is assigned.)

		PERIOD																			
STUDENT NUMBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
	1	K1	R1	T1	F1	Tr1	Tr1	M	M	M	M	C	C								
	2	C	C	K1	R1	T1	F1	Tr1	Tr1	M	M	M	M								
	3	M	M	C	C	K1	R1	T1	F1	Tr1	Tr1	M	M		F	I	L	I	N	G	
	4	M	M	M	M	C	C	K1	R1	T1	F1	Tr1	Tr1								
	5	Tr1	Tr1	M	M	M	M	C	C	K1	R1	T1	F1								
	6	T1	F1	Tr1	Tr1	M	M	M	M	C	C	K1	R1								
	7	K2	R2	T2	F2	Tr2	Tr2	M	M	M	M	C	C								
	8	C	C	K2	R2	T2	F2	Tr2	Tr2	M	M	M	M								
	9	M	M	C	C	K2	R2							T2	F2	Tr2	Tr2	M	M		
	10	M	M	M	M	C	C							K2	R2	T2	F2	Tr2	Tr2		
	11	Tr2	Tr2	M	M	M	M							C	C	K2	R2	T2	F2		
	12	T2	F2	Tr2	Tr2	M	M		F	I	L	I	N	G		M	M	C	C	K2	R2
	13	K3	R3	T3	F3	Tr3	Tr3								M	M	M	M	C	C	
	14	C	C	K3	R3	T3	F3								Tr3	Tr3	M	M	M	M	
	15	M	M	C	C	K3	R3								T3	F3	Tr3	Tr3	M	M	
	16	M	M	M	M	C	C								K3	R3	T3	F3	Tr3	Tr3	
	17							Tr3	Tr3	M	M	M	M	C	C	K3	R3	T3	F3		
	18							T3	F3	Tr3	Tr3	M	M	M	M	C	C	K3	R3		
	19							K2	R2	T2	F2	Tr2	Tr2	M	M	M	M	C	C		
	20		F	I	L	I	N	G		C	C	K2	R2	T2	F2	Tr2	Tr2	M	M	M	M
	21								M	M	C	C	K2	R2	T1	F1	Tr1	Tr1	M	M	
	22								M	M	M	M	C	C	K1	R1	Tr1	F1	Tr1	Tr1	
	23								Tr4	Tr4	M	M	M	M	C	C	K1	R1	T1	F1	
	24								T2	F2	Tr2	Tr2	M	M	M	M	C	C	K1	R1	

K—Key drive (3) R—Rotary (3) T—Ten-key (3) F—Full Keyboard (3)

Tr—Transcriber (3-4) M—Mimeograph (2) C—Chemical (1)

(Rotation plan developed by Fred C. Archer, Gregg Publishing Co.)





FRED COOK of Stanford has, for the past two years, conducted a successful typing course in San Francisco.

## TELEVISION

**T**ELEVISION has not yet come into its own in business education, but it's on its way. Every major business subject has been taught by TV somewhere or other. Business subjects have been telecast, and are being telecast, by both open-circuit transmission (sometimes for credit, sometimes not; sometimes utilizing a combination of the two) and by closed-circuit transmission within a school or a group of schools (for credit, of course).

Because open-circuit programs are generally viewed in the home, the student is on his own; he has no face-to-face contact with an instructor unless special provision is made for it. Closed-circuit programs, however, are generally piped into classrooms where teachers stand ready to take over after the telecast is finished, answering students' questions and giving individual help. At times the two approaches are combined; a month or so ago, for instance, the New York City Board of Education inaugurated an extensive TV project for its schools over an open circuit.

Television must certainly be reckoned with as a step in modernization for growth. With student enrollments outrunning teacher supply, we're going to see some swollen classes in the next few years. If a school's outstanding teachers can concentrate their time and effort on TV, we'll have much less reason to fear that students will be getting inadequate instruction. Psychologically, the tendency of each student to feel that the televised image is talking directly to *him* means that an aura of individual instruction is created. This may be an illusion, but it serves a worth-while purpose.

Business education still has a lot to learn about television, but the signs are that this new teaching tool is here to stay.



SOUTH HAGERSTOWN (Maryland) High School was the first school to adopt large-scale use of TV. It provided valuable information for later closed-circuit TV projects. (Photos courtesy Truscon Division, Republic Steel Corp.)



"Plan for tomorrow, next year, and the years to come."

Business departments are experiencing the greatest growth in their history. All business teachers should be making plans now for the new equipment they will need tomorrow, next year, and the years to come.

The office-practice room should be large, well lighted, well heated, and adequately ventilated. It should be equipped with an acoustical ceiling, rubber-tiled floors, a washstand, modern tackboards and chalkboards, and electrical outlets on the walls and floors.

Chairs should be of the posture type, should be made of metal, and should be on casters. In addition to the regular desks, tables and chairs of the proper height should be provided for the equipment.

A fair proportion of the typewriters should be electric, and provision should be made for a variety of typefaces. One long-carriage typewriter and several noiseless machines should also be included.

Most adding and calculating equipment should be electric. The room should have modern stencil and fluid duplicators. There should be an adequate number of dictating and transcribing machines of either the disc or the belt type. Other equipment needed: filing and storage cabinets, and a wide variety of minor office equipment, such as staplers and paper cutters.

In checking over the machines room, the teacher should start a schedule for replacing machines that are five years old or over.—PETER L. AGNEW, *Chairman, Business Education Department, New York University*

## WHAT EDUCATORS SAY

"Responsibility to keep administration aware . . ."

Thinking in terms of new equipment is considered expensive thinking. Yet, in order to be able to do a creditable job of teaching, we must focus instruction on modern machines, those that are now serving business. Such initial training would avoid much of the expense of on-the-job retraining.

Then, too, the office worker will have greater initial efficiency, greater job satisfaction, and certainly greater personal contentment if she has been trained on the machines with which she will work. Perhaps the greatest inefficiency in schools today is the use of old equipment to prepare office workers for the modern office with its new equipment. As one studies the business magazines, the development of well-engineered, cost-decreasing office equipment and machines becomes clearly evident. Business-education departments must keep in step with modern equipment and methods of training for increased effectiveness.

Calculating machines, electric typewriters, dictation machines, and duplicating equipment should be of special concern to business-education teachers because of the vast changes made in these areas during recent

years. No department can afford to let equipment remain inferior, any more than it can let the business curriculum stand still. Clearly, the business teacher has a direct responsibility to keep administration aware of this problem.—GEORGE W. ANDERSON, *Director, Courses in Business Education, University of Pittsburgh*

"Let's not reach beyond our two basic aims . . ."

As business educators, our business is primarily education; our specialization is business. Our plant is the classroom; our product, employable graduates; our market, the business world.

If our plant is equipped with antique tools or is allowed to deteriorate, we can operate little or no more successfully than can any plant in our market in like condition. Our "competition"—the hue and cry against the quality of our product—will become keener and louder. And with some justification.

With so much concern over increasing school costs and with today's emphasis in secondary education on the so-called "solid" courses, business educators must be persistent, yet realistic, in their retooling program—lest they, too, be labeled as representing one of the "frills" of education.

Modernization of equipment in secondary business education is important, but only to the extent that it meets the prime objectives of business education: first, *education*; second, training employees for *initial* positions. If we try to reach beyond these two aims, we lay ourselves open to the "frills" accusation.—LEROY A. BRENDLE, *Chairman, Business Education Department, West Hempstead (N.Y.) High School*

"Let's stop ordering equipment that's obsolete."

An informal survey conducted at a recent meeting of NOMA members and business teachers revealed that the schools lacked the equipment to train students for the modern offices of their communities. For example: NOMA members were all using offset duplicating equipment, not stencil; but all the schools were teaching the stencil process only. Not a single school had an offset machine. Nor did any of the schools have access to the many types of copying machines that were common in their area.

In the offices, more typewriters, adding machines, and calculating machines were electric than manual. Yet, manual machines continue to predominate in the schools—and more new ones are ordered each year. Businesses were using a large number of 10-key adding machines, very few key-driven calculators. In the schools, on the other hand, there were at least five key-driven calculators for each 10-key adding machine.

It is obviously more difficult for a school to declare a piece of equipment obsolete than it is for a business. However, this is a step that many schools must take if they want to continue saying that they have dynamic business departments. The very least we can do is to stop ordering new pieces of equipment that are already obsolete! As business teachers,

we have a professional responsibility to study business trends and to anticipate their effects on our department.—FRED S. COOK, *Assistant Professor of Education, Stanford University*

**"Could anyone doubt the necessity . . . ?"**

Compare the difference between two beginning office workers—one a business-education graduate, the other a person who has had no training in the use of office machines, or only a cursory acquaintance with a few obsolete ones. The business-education graduate has completed the regular work of the business curriculum; and in his last school year, he has put to use, in the office-practice class, the knowledge and skill acquired in his business classes.

The office-practice class is organized and conducted like a first-class business office. It is equipped with the same late-model office machines that are used in the business office. The student has become familiar with the use of all these machines and has acquired vocational proficiency in the use of the most common ones. With the knowledge, skill, and practical experience obtained in this final finishing course, the graduate may take his first office position with confidence.

After comparing the qualifications of the properly trained with the untrained, could anyone doubt the necessity for equipping the business-education department with the necessary machines?—VERNER DOTSON, *Director of Business Education, Seattle*

**"It takes all the running you can do . . ."**

Office mechanization and automation is taking place at such a rapid rate that the business teacher must work very hard to keep up to date. As the Queen told Alice, in *Through the Looking Glass*, "It takes all the running you can do, to keep in the same place." The business teacher must know what is going on in offices and should acquaint his students with the information. This does not mean that the schools must buy all the costly, highly technical electronic equipment that is being used. Such a course would not be desirable, even if possible. Information can be obtained by a few well-planned field trips, films, bulletins, board displays, demonstrations, and/or talks by businessmen.

Each high school business-education graduate should have some experience on electric typewriters and electric calculating machines (both rotary and key-driven). He should also have some experience on modern adding-listing machines, both 10- and full-key, and on up-to-date voice-writing machines and duplicating machines.

It is not expected that all machines and equipment in the department be of the latest make or model. However, the business-education graduate should have enough experience, either directly or vicariously, with modern equipment so that he will not be shocked when he goes to work in a modern office.—JOHN C. FRANKS, *Supervisor, Business Education, Cleveland*

**"Business education must fight back . . ."**

There has been no period in the history of business education when it has been more important to do things right than during the present period. Our critics, on every hand, are leveling their propaganda guns at us and questioning our very right to exist. It becomes important, therefore, for business education to counter these thrusts with good work and a well-trained, efficient, and understanding product—our students who become beginning workers in the business offices.

One of a number of ways for striving for efficiently trained students is to provide modern, up-to-date equipment. In this day of electronics, attractiveness in the office, and more and more scientific office management, business teachers must set an example in terms of both efficiency and attractiveness of decor. This means, of course, that teachers must keep up with what is new. They must then recommend, after careful evaluation, the replacement of equipment and tools that are outdated. One try may not be sufficient; several recommendations may be needed. It then becomes the obligation of administration to provide this equipment—and good administrators will usually react favorably when the approach is made properly and efficiently.

Business education must fight back against efforts that are being made to thrust it into the background. Modernization of equipment is one approach.—HAROLD B. GILBRETH, *Head, Department of Commerce, Winthrop College, Rock Hill, S. C.*

**"Equipment in some schools is deplorable . . ."**

Many schools have up-to-date, modern equipment in many aspects of the business-education program. The condition of the equipment in other schools is deplorable.

**Duplicating Equipment:** Perhaps the greatest need for modernization is in this category. Many schools do not have modern equipment even in the stencil and liquid-process methods. Few schools have any of the photographic-type duplicating equipment that is used so extensively in business today.

**Furniture:** Individual adjustable tables in typewriting are very much needed. Needed, too, are more tables for shorthand and bookkeeping classes—far too many schools are using armchairs. Rarely seen, but very important in a school, are a few modern stenographers' desks—the type used in the up-to-date office. Each department should have, too, a few adjustable stenographers' chairs.

**Machines:** From my experience, most schools do a good job in keeping standard typewriters up to date. Few, however, have enough electric typewriters.

**Computing Equipment:** Each school should have a few representative computing machines—not a room full of one make, though.

**Dictating and Transcribing Equipment:** It might be a good idea to throw away all the pre-war cylinder-type equipment in this category. A rental plan can be

used, if necessary, for new purchases.—RUSSELL J. HOSLER, *Head, Department of Business Education, University of Wisconsin*

**"At least five steps can be taken . . ."**

At least five steps can be taken to modernize business-education departments:

1. Replace manually operated machines. The present ratio of manually operated typewriters to electrically operated typewriters in business use is 2 to 1. We should work toward a comparable ratio in our typewriting classrooms. The ratio of electrically operated adding and calculating machines to manually operated machines is even larger. Over 98 per cent of the rotary calculators sold today are electric.

2. Replace wax-cylinder dictating and transcribing machines. They have been superseded by machines that use plastic belts or plastic discs.

3. Install two relatively new types of duplicators that are widely used in business—the spirit (fluid) duplicator and the photocopy machine.

4. Teach the touch operation of the two keyboards used to feed all the facts and figures into modern computers: the standard alphabetic typewriter keyboard and the 10-figure keyboard.

5. Modernize the department in terms of decor, lighting, wiring, and storage space. Also, gradually replace straight-back chairs and drop-head desks with posture chairs and single-pedestal metal desks.—JAMES R. MEEHAN, *Chairman, Department of Business Education, Hunter College, New York City*

**"Like teaching people to drive 1918-model cars . . ."**

Modernization of equipment in business-education departments of our institutions of higher learning is a "must" if we intend to produce graduates of the caliber that businessmen expect. Perhaps the biggest problem that we face in business education is to keep our work in tune with the practices of the times. It is obvious to every observant person that office equipment is changing rapidly. We dare not prepare people for work in the field of business unless we not only acquaint them with modern business equipment, but also develop within them a marketable ability that can be realized on the job, either immediately or within a short time. It is no more reasonable to try to educate people for business on antiquated equipment than it is to teach people how to drive automobiles through the use of 1918 models. Certainly the time saved for instructional purposes and the productive effectiveness of the young business worker more than justify the expense of modern equipment.

A word of caution, however: Instruction should be given on different *types* of machines, not necessarily different *individual* machines. This approach will enable the student to adjust to varied situations.

My wholehearted support is given to our maintaining in our business departments the very latest and best

of office equipment. We cannot do the most effective instructional work under any other conditions.—PAUL F. MUSE, *Chairman, Department of Business, Indiana State Teachers College, Terre Haute*

**"A carefully organized 'selling' program . . ."**

In this day of increased mechanization and automation, businessmen are becoming increasingly critical of their equipment needs. They are also very cost-conscious. The installation of equipment that may, at first, appear to be very expensive often results in savings due to rapidly increased production.

Modernization of the equipment in our business classrooms is equally necessary if we are to prepare our students effectively for this business world of the future. Let's take a lesson from the businessman.

Business teachers too often complain that they cannot get new equipment for their classrooms. Just asking the administrator for desired equipment is seldom effective. But a carefully organized "selling" program often has satisfying results. A long-range plan for purchases, beginning with basic needs and including recommendations for additional purchases over a period of several years, is generally effective. This plan should include all necessary information concerning reasons for the selection and details of costs. After all, as business educators we too must be cost-conscious. This plan works. Try it!—DOROTHY L. TRAVIS, *Head, Business Education Department, Central High School, Grand Forks, N. D.*

**"Less than 20 per cent are ideally equipped . . ."**

The most important goal in education today is to improve the quality of instruction in our schools. A great deal has been written about improving the quality of instruction in mathematics and science. It is equally important to improve the quality of instruction in business education if we are to keep our country economically strong and secure.

A realistic yet relatively easy way to do so almost immediately would be to provide modern, up-to-date business machines in adequate numbers in all our secondary schools. At present, less than 20 per cent of our schools are ideally equipped to prepare students for the wide variety of positions available in modern business offices. There is a need for more adding and calculating machines, electric typewriters, recordkeeping machines, dictating and transcribing machines, duplicating machines, tape recorders, record players, visual-aid equipment, filing equipment, and Tele-Trainers. Obsolete machines should be replaced immediately with newer equipment. New training facilities are also needed in some schools to prepare skilled operators for machines associated with electronic computers.

Given superior teachers, modern classroom facilities, *modern business equipment*, and students capable of learning, our schools can then move forward quickly to meet the goal of quality in business education.—JOHN E. WHITCRAFT, *Associate in Business Education, State Education Department, Albany, N. Y.*



M. HERBERT FREEMAN  
New Jersey State College, Montclair

J. MARSHALL HANNA  
Ohio State University, Columbus

GILBERT KAHN  
Eastside High School, Newark, N. J.

# TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING

## 2. How to Teach Journalizing

M. HERBERT FREEMAN

**W**HEN YOU RECORD failing grades in first-year bookkeeping next spring, remind yourself that the trouble really started early this fall. Few teachers are aware of the fact that the most important teaching and learning in bookkeeping take place during the early days and weeks of the school year. It is the purpose of this article to point up the importance of teaching the first steps in the bookkeeping cycle carefully and to describe the techniques for doing so.

Journalizing is, in itself, a simple mechanical process. Teaching how to journalize is, therefore, a relatively easy matter. However, the analysis of the business transaction that precedes the making of the journal entry is the most important part of the whole procedure. Before the bookkeeping teacher can teach the student the simple mechanical process of journalizing, he must realize what it is necessary for the student to know.

### ANALYSIS OF TEACHING SITUATION

In teaching any new bookkeeping unit, a good teacher first studies carefully and analyzes thoroughly what is involved in the learning situation. Before a student can really learn how to make correct journal entries, he must give evidence of having mastered these fundamental principles of bookkeeping:

1. *He must be able to identify almost automatically*

*the fundamental elements.* It is especially important that he understand the distinction between assets and proprietorship. He must also know almost instinctively that liabilities and proprietorship are similar in nature because they represent rights and interests in ownership of the assets.

2. *He must understand thoroughly the relationships among fundamental elements.* Unless he realizes that property (assets) and the ownership of property (liabilities and proprietorship) must always be identical, he is not ready to make journal entries.

3. *He must know how to record the balances in asset, liability, and proprietorship accounts.* This means that, once he has learned that assets are always on the left side of the equation and the balance sheet, he knows that the balance of an asset account will always be on the left, or debit, side of his account. Similarly, since

ONE OF THE major problems in the teaching of business law is that of isolating the basic concept that pervades an entire lesson or unit. Once the basic concept is clear in the teacher's mind, the classroom experience consists of developing that concept and applying it to various situations for a refinement of the law as it pertains to that topic.

In the law governing competency of parties, the one basic thought that pervades the entire unit—particularly the first lesson of the unit—is that *a minor presumably does not know what he is doing and is therefore to be accorded the protection of the law*. With this basic concept as a frame of reference, many phases of the law governing competency of parties can be developed painlessly. The discussion that follows presents an account of a lesson that utilizes this method.

In a previous lesson, the class has learned that an agreement results from an offer and an acceptance. In still earlier lessons, they agreed that the purpose of the law is to protect the weak and to punish those who take advantage of the helpless. Both these principles will serve as the springboard for the new lesson.

We start the lesson with this motivating problem:

"On a sunny, cheerful day, I stepped out on my porch and found my neighbor's five-year-old Jimmy playing with a Snorkel fountain pen. I thereupon took a shiny new quarter out of my pocket and dropped it on the floor.

"Attracted by the sound and glitter of the coin, little Jimmy approached me and asked whether I would like to make a 'swap' with him—that is, he would give me the pen if I would give him the shiny new coin. I consented, and we made the exchange.

"A week later, the coin must have lost its glitter. I had just come home from work and was about to sit down and relax, when the doorbell rang. I went to answer it, and who do you suppose was there? Yes, you guessed it: It was little Jimmy, who announced that he would like to return the quarter and get back the Snorkel pen.

"Am I required to return the pen?"

Several students invariably volunteered the answer that Jimmy is not entitled to the return of the pen, citing in support of their view, "Once an agreement, always an agreement."

Those who insist on using legal jargon will say that: (1) an agreement results from an offer and an acceptance, and (2) an offer may be revoked at any time before it is accepted, but not *after* it has been accepted. So far, we find the most recent learning used as a basis for solving the problem at hand.

Some dissent, however, soon begins to manifest itself. A few students quote earlier learning to the effect that the law exists to protect the innocent and the helpless. Others feel that any ruling that compels a five-year-old to live up to an agreement whereby he parted with a valuable article for a paltry sum of money is contrary to common sense and to principles of fair play. The discussion assumes more or less the following form:

STUDENT: I think that Jimmy should be able to get back his fountain pen.

TEACHER: Why?

S.: Because he didn't know what he was doing when he sold the pen.

T.: What do you mean by that?

S.: Why, he's only a baby—an infant.

T.: What's that got to do with it?

S.: The law is supposed to protect the innocent!

T.: And as between the two—a mature man of the world and an immature five-year-old—whom will the law protect?

S.: The infant.

T.: As a matter of fact, that is so. The law will punish the adult. The judge says to the adult, "Do not deal with infants. Infants do not know what they are doing. Therefore, they are not responsible for their agreements."

The underlying idea that is used as the frame of reference is that *the infant does not know what he is doing*. Flowing from this, we have a basic legal principle formulated; namely, that *the infant is not responsible for his agreements*. The reader will recognize that this statement is not quite true in its present draft; that is why we refer to it among ourselves as the tentative formulation of the principle. It is definitely to be modified as the lesson progresses.

Once the tentative statement of the law is obtained, various questions, based on the story of Little Jimmy and the Snorkel Pen, are raised to adduce a number of variants; thus:

TEACHER: Then, what would the law be insofar as little Jimmy is concerned—may he or may he not change his mind?

STUDENT: He may. I would say that an infant may change his mind on any contract that he entered into with an adult.

T.: What about the adult? Suppose I change my mind. Suppose I had sold



## Developing the "COMPETENCY OF PARTIES" Concept

a Paper-Mate pen to Jimmy for 10 cents. May I change my mind the next day, offer to return the dime, and demand the return of my pen?

S.: No.

T.: Why not?

S.: Because you are an adult and therefore you know what you are doing.

T.: And what did we say only a minute ago concerning dealings with infants?

S.: The law protects the infant because he does not know what he is doing.

T.: What about the adult? May he change his mind?

Isolate the basic concept that underlies a business-law unit, then let your students refine the concept by applying it to various situations



# I. DAVID SATLOW

Thomas Jefferson High School  
Brooklyn, N. Y.

S.: No, since he *does* know what he is doing.

T.: Then who will state the basic law governing business dealings with people of different age groups?

The following answers are elicited from members of the class and are written on the board:

1. If a businessman deals with an adult, the adult is responsible.

2. If he deals with an infant, the infant is not responsible.

3. If the infant wishes to abide by a contract that he has made with an adult, the contract is binding.

Other phrasings of these statements would be equally acceptable at this point, as for example:

1. The infant may break his agreement with the adult.

2. The adult may not break his agreement with the infant.

At this point, the class is ready for instruction in any of the following: (a) the term *minor* rather than *infant*, (b) the point at which one becomes an adult, (c) the liability of a minor on contracts for necessities, and (d) a definition, with illustrations, of *necessities*. They can be taken up in any sequence, since all flow from the basic tentative principle that has been developed out of the motivating problem. The sequence depends on the interests of the class or the questions raised by its members. The experienced teacher recognizes that a class interested in the work will often ask questions that will lead directly to the points to be covered in the course of the lesson. Moreover, some of the facts in the very motivating problem will be incorporated by the students into the questions they ask.

Even though the class is ready to consider any of the four specifics enumerated above, as well as a number of others that were not included in the list, it would be desirable to guide the class into a refinement of the basic principle of law as soon as possible. The term *minor* can be introduced at any time; deferring its introduction will in no way affect legal knowledge. Similarly, with the age at which one becomes an adult, or—to put it another way—the *definition* of the term *minor*.

The law governing necessities is, however, basic and will help in the refining of our tentative legal principle. Such refinement is imperative *before* students form the habit of considering every agreement voidable at the option of the minor.

The reader will note that our basic concept that one who is not an adult presumably does not know what he is doing again serves as a frame of reference in this refinement process:

TEACHER: Now, let us see how our legal principle works out in practice. Suppose little Jimmy bought food at the corner grocer's for \$1.50 and the grocer wishes to collect his money. Will he succeed?

STUDENT: No.

T.: Why?

S.: Jimmy is an infant. And the law says to businessmen, "Don't deal with infants, since they do not know what they are doing."

T.: And if the businessman does deal with the infant?

S.: It's the businessman's fault. He should not deal with infants.

S.: He cannot collect. He has no one to blame but himself.

T.: Consequently, what will a prudent businessman do if an infant wishes to buy some food?

S.: He will refuse to sell it to him.

T.: And what would happen if all businessmen refused to sell food to anyone who is under age?

(Note that this is the first time that the expression under age has been introduced. The introduction is incidental; yet its meaning is unmistakably clear.)

S.: The young person would starve.

(Students sense a difficulty, an unwarranted hardship that is imposed by the law.)

T.: What seems to be the difficulty?

S.: Instead of helping the weak, the law makes it difficult for them to survive.

T.: Then what is our problem?

S.: Shouldn't there be some kind of exception made?

T.: What do you suggest?

S.: I suppose that the law should permit the adult to sell food to the infant and collect for it.

T.: But the infant does not know what he is doing. Suppose they agree on \$1.50 for food that is worth only \$1?

S.: Then he should be responsible for only \$1.

T.: Suppose it's worth only 80 cents?

S.: Then that's all the grocer should be able to collect.

T.: Will someone phrase for us a principle of law that will apply to this problem?

Various versions are possible and plausible. Whatever phrasing is offered should be welcomed—so long as it is not inaccurate. One cannot expect the terms *necessities* and *necessaries* to be used by our students at this point. The following generalizations are the perfectly normal reaction at this stage in the lesson development:

"An infant is responsible for the fair (reasonable, true, or just) value of food that he has bought."

"An infant is not responsible for any contracts made by him. However, he will be responsible for the fair value of the food that he buys."

Another simple question or two follow in the natural evolution of the content:

TEACHER: Will someone suggest anything else that a youngster would need in order to survive?

STUDENT: Clothing.

T.: Anything else?

S.: Shelter.

(Continued on page 37)

liabilities and proprietorship are on the right side of the equation and the balance sheet, the balance of those accounts will always be on the right, or credit, side of the account.

4. *He must know almost automatically how to record increases in assets, liabilities, and proprietorship.* This knowledge should have been derived from his understanding of the fundamental equation. If the balance of an asset account is on the debit side, he should have learned that assets automatically increase on the debit side. Similarly, since the balance of liability and proprietorship accounts are on the credit side, he should have learned that they will automatically increase on the credit side.

5. *He must know how to record decreases in asset, liability, and proprietorship accounts.* (He should have acquired this knowledge from his understanding of the fundamental equation.) Since the balance of an asset account is on the debit side, it increases on the debit side; naturally, therefore, it decreases on the credit side. Similarly, since the balances in liability and proprietorship accounts are on the credit side, they will decrease on the debit side.

6. *He must know how to record most of the typical transactions that occur in the first-year bookkeeping course.* This means that he has learned that the sales account, like other income accounts, is a temporary subdivision of the capital account used to show increases in proprietorship; it therefore increases on the credit side and decreases on the debit side. He also knows that any expense account is a temporary subdivision of the proprietorship account used to show decreases in proprietorship. Decreases in proprietorship are shown on the debit side.

7. *He must know the fundamental principles so thoroughly that he can analyze every typical business transaction almost instantaneously.* He understands completely how each typical business transaction is related to the fundamental elements and the fundamental equation.

The teacher has obtained concrete evidence of this mastery through various evaluative devices administered before the completion of each major phase of the unit.

### REVIEW

Now that the teacher has carefully analyzed the learning situation involved in presenting the journal entries, he is ready to prepare his lesson plan.

The first step in teaching any new unit in bookkeeping requires a thorough review of all previously learned material that is related to the new topic. This is a basic principle that must be observed in teaching the subject. The lesson must always proceed from the known to the unknown; the teacher must take the students at the point they have reached and prepare to lead them, step by step, into the new learning situation. Since the analysis of the learning situation has indicated to the teacher the close relationship between the fundamental principles and journalizing, his lesson must start with a rapid but thorough review of these principles, along the following lines:

1. In rapid-fire order, the teacher reviews the fundamental elements, with ample illustrations of each element to be sure the students can readily identify

assets, liabilities, and proprietorship.

2. He reviews the fundamental equation, which shows the relationships among the fundamental elements.

3. Using the board, he reviews very rapidly the location of the balances in each type of account.

4. Using large plus signs on the board, he reviews the increases in each type of account.

5. Using large minus signs, he reviews the decreases in each type of account.

6. Using several carefully selected typical transactions, he has them analyzed by the students and then records them in T accounts on the board.

With this rapid review completed, he has satisfied himself that the students are ready to tackle the mechanical processes involved in journalizing.

### PRESENTATION

1. The able teacher anticipated the launching of this new journalizing unit and prepared for it several days before. His homework at that time called for the analysis and recording of selected typical transactions in T accounts.

2. Today a student has recorded these transactions in T accounts on the board while the class was checking them with the teacher.

3. After the rapid review is completed, the teacher goes back to this homework assignment. He tells the class to look at these transactions and try to give him the answers to these questions:

"What was the order in which these transactions were completed? In other words, which transaction was first, and so on?"

"How did the number of transactions this week compare with the transactions completed a week ago?"

"How many transactions have been completed thus far this year?"

"Can the class verify the amount in the third transaction to be sure that it is correct?"

"Does the class have a picture of what has been happening day by day in this business?"

"Can the class be sure that the amount received on account is from customer Jones, not customer Jonas?"

The purpose of these questions is, of course, to point up the need for using a journal.

4. The teacher now shows the class how bookkeepers have developed a system to provide essential information by using a chronological day-by-day business diary.

5. He points out that the identical information that students have previously recorded directly into T accounts will now be recorded in the journal first.

6. At this point, he tells them to look at the journal paper that has already been distributed by one of the student assistants.

7. He calls attention to the fact that, although the T account was divided into two equal sides, the journal paper follows a different arrangement. He tells them how each column on the journal paper will be used.

8. Working at the board while the students are working at their desks, he illustrates how the first transaction they had recorded in their homework assignment is now set up in the journal. This is, of course, a simple mechanical process.

9. After he has recorded this transaction on the board, he directs the students to make the journal entry.



10. The teacher then records the second homework transaction on the board. The class, still under his direction, makes the journal entry.

11. The teacher records the third transaction, and the class follows suit.

12. By this time, the teacher has convinced the class that there is nothing new or difficult in the process of recording the transaction in the journal as a book of original entry, instead of putting it directly into T accounts.

13. He warns the class that the journal entry does not eliminate the need for recording the transaction in the accounts as well. At this point, he clarifies the role and importance of the ledger as a book of final entry.

### APPLICATION

1. After illustrating the journalizing process on the board, the teacher summarizes the important aspects of the new unit. He stresses the need for carefully analyzing each transaction in terms of the fundamental equation.

2. He points up the need for a book of original entry.

3. He repeats the steps involved in making a complete journal entry.

4. He then previews the homework assignment. The logical assignment at this point is to let the students journalize at home the same transactions that they have previously completed in T accounts. This will give them an opportunity to see the similarity between the two processes and will make them aware that the methods differ only in mechanical arrangement.

5. The next day the teacher will conduct a rapid review of the whole process of journalizing, in order to help the slower learners as well as those who may have been absent the previous day.

6. He will go over the homework assignment with the class very carefully, in step-by-step order, pointing up the physical arrangement of the entry.

7. While this checking is going on, he will walk around the class to spot errors in physical arrangement.

8. After the assignment has been completely checked, he will preview the assignment for the next day. This assignment should also call for the journalizing of a problem that has been previously recorded in T accounts. Each transaction should be analyzed in class, so that students



## SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

**Homework assignments** should present no problems for the shorthand teacher. After the first two weeks, a complete lesson is assigned each day. You can check this homework early in the course simply by calling on students, at random, to read a sentence or a brief paragraph. In a class of reasonable size (25 students), each student can recite once, and there will still be plenty of time to present the new lesson and give the proper drills. But guard against any recitation pattern. A teacher who "starts" in any one of the four corners soon realizes that the boy in the exact middle can memorize only a few sentences daily to assure himself of a perfect score!

It is wise to keep a list of those who have trouble reading. Thus, you can skip a fluent reader once in a while in order to call on a weaker reader more than once. If a student stumbles for several days, have a brief talk with him. Show him that you have faith in his ultimate success. Countless accomplished secretaries today were once bewildered beginners who needed a gentle push in the right direction. Never resort to scolding or sarcasm. Give the same kindness and consideration you would want for yourself in a foreign land where you do not know the language.

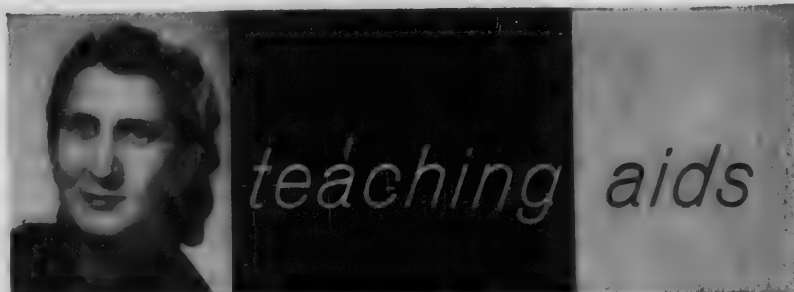
Written homework provides a more tangible way of checking than does recitation. Some teachers use a rotation system, while others have the pages handed in daily. Although with either system checking can be minimized by "correcting" just one sentence, are the results sufficient to justify the time expended? I use one homework notebook and, when most of the theory lessons have been covered, shift the daily reading from the text to homework notes. I skip around from letter to letter; if a student reads rapidly and accurately, his work has obviously been well prepared.

**We had a principal years ago** whose motto was "Every lesson every day." Now, it may come as a surprise to a first-year teacher that not every student will do every lesson every day. Prepare for this *before* it happens by saying, "There may be an occasional day when you cannot complete your lesson, perhaps four or five times during the school year. When you are unprepared, tell me as you enter the room. Then you will not be asked to recite, and your grade will not be lowered." Perhaps you believe this will lower standards. But isn't it sometimes necessary for a girl in a large family to perform extra work at home when her mother is ill? Haven't you postponed work when company arrived from out of town? Don't we all feel better when we go to bed an hour early because we feel a cold coming on?

One farm boy sat night after night by his collie dog, who had been hit by a car. He did no shorthand for an entire week until he knew for sure that his pet would live. Although he had not been a good student, he did outstanding work for the rest of the year. "You cared about my dog," he said when commended upon his improvement.

One year an excellent college-entrance student wanted to drop first-year shorthand and devote more time to chemistry. She was advised instead to do her shorthand lesson whenever she was able. She came to class unprepared about once a week and at the end of the year could do 90 wpm on new matter dictation for five minutes. We "lowered" standards, but this girl, who did not go to college after all, obtained a marketable skill that earned her a personnel job with a large corporation.

What about the student who breaks his arm? The one who returns from an appendectomy? The one who transfers from another school and is 20 lessons behind? We do not insist that every lesson be made up. We suggest that new words, especially brief forms, be studied and a letter or two done in each lesson. Sometimes it is enough to start with the lesson the class is on, since each lesson is an automatic review of all previous learning.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

**School newspapers.** Want a 36-page spiral-bound manual on how to prepare your school paper? A how-to-do-it guide to a wide variety of tools and methods has recently been prepared by Gestetner Duplicator Corporation, 216-222 Lake Avenue, Yonkers 5, New York. The price is \$1.

**Money Management Library Materials.** The Money Management Institute of Household Finance Corp. has just released a new booklet, "Money Management, Your Health and Recreation Dollar." This is one in a series. All 12 booklets of the series will be sent to you in an attractive new library slip case for \$1. The Institute also has a new filmstrip lecture, *A New Look at Budgeting*, that is fully described in their free folder. Send your request to: Leone Anne Heuer, Director, Money Management Institute of Household Finance Corp., Prudential Plaza, Chicago 1, Ill.

**Machine transcription.** A complete low-cost training program for secretarial students in modern machine transcription has recently been developed by The SoundScriber Corporation. The learner is "employed" as a clerk-stenographer for the mythical National Office Supply Co. All letters are transcribed on the firm's letterhead, using the company's letter style. Material to be transcribed is adjusted so that each lesson can be completed in a typical class period. Lessons include typewriting warm-ups, spelling drills, and pointers on secretarial procedure. Under the plan you receive: 1. the latest SoundScriber transcribing machines; 2. special training discs and a storage box; 3. a student's textbook, student's workbook, instructor's manual, certificate of proficiency—plus additional teaching aids and the bimonthly "Educational News Letter," covering the latest developments in the field of business education. For more detailed information call your local SoundScriber dealer or write to The SoundScriber Corporation, 6 Middletown Avenue, North Haven, Connecticut.

**Consumer problems.** The Cleveland Better Business Bureau, Inc., 345 Hanna Building, Cleveland 15, Ohio, has various booklets on consumer problems. The booklets are 15 cents each. Some of the titles: "Stretching Your Used Car Dollar," "When You Buy on Time," "Bait Ads that Hook Your \$\$\$," "How to Get Good Service." Write for a folder describing these booklets.

**Investment materials.** Peter Yacyk, Ridley Township High School, Folsom, Pennsylvania, has recently prepared another valuable booklet entitled "Investment Resource Materials." The booklet was prepared to supply teachers with a list of materials available in the area of investments. Stocks are given particular attention. It may be used in junior and senior high schools when teaching budgeting, investing, financing governmental and industrial enterprises, business organizations, and the economic growth of America. Copies are available at \$1 each.

**Tax file.** Would you like a handy file for saving receipts, papers, etc., and for making out state and Federal income tax? Write to Robert C. Crawford, CTA Tax Consultant, Box 2787, Santa Monica, California. The file comes in size 8½ by 11 and is indexed. The price is \$3.50.

will have to record only the journal entry.

9. The next assignment can involve a new problem that the students have not recorded directly into T accounts.

## EVALUATION

After he has retaught the whole journalizing process three or four times and the class has completed several problems involving journalizing, the teacher can begin to feel that most of his students have mastered it. This feeling must now be supported by specific evidence obtained through various evaluation devices.

1. One way to make sure that the students are analyzing the transactions carefully is to give them a brief analysis test. The teacher records several typical transactions on the board and asks the students to analyze them in terms of their effect on the fundamental elements and the fundamental equation.

2. He gives them a "dry run" test on making journal entries in rough form.

3. He has checked carefully the form and organization of the journal entries completed at home and is satisfied that most of the students are using the correct format.

4. He gives a formal test in which students are required to journalize typical transactions. He also asks them to indicate in pencil the effect of each debit or credit on the fundamental elements. In this way, he can convince himself that his students understand the "why" and the "how" of recording business transactions in journal form.

All this may seem a very long and involved description of a simple teaching situation. Unfortunately, its simplicity has led many teachers to assume that their students have learned how to journalize merely because they can answer the questions on an objective test. There are many examples of students who learn how to record automatically certain constantly repeated transactions without really knowing what they are doing. The major value in teaching first-year bookkeeping is to give students a thorough mastery of the fundamental principles of bookkeeping. Journalizing as the first step in the bookkeeping cycle becomes meaningful only when the student understands thoroughly what he is doing.

## COMPETENCY OF PARTIES

(Continued from page 33)

T.: What name is assigned to food, clothing, and shelter?

S.: Necessities.

T.: Correct. It's a term you learned in your economics class. It is also used in law. We frequently find the term "necessaries" appearing in the law books. Once again, what would either of these terms signify?

S.: Food, clothing, and shelter.

T.: Good. The law adds two more—medical care and education.

(All five examples of necessities are listed on the board as they are mentioned.)

T.: And what is the law on infants' contracts for necessities?

S.: Infants are responsible on contracts for necessities.

T.: Who will add to that?

S.: For the reasonable value only.

T.: Will you please restate the rule for us.

S.: Infants are responsible for the reasonable value of necessities bought by them.

(The principle is written on the board and in the notebooks.)

At this point, the terms *luxuries*, *minor*, and *avoid* might be introduced. The following would be a typical series of questions and answers:

TEACHER: Suppose the infant bought a motion-picture camera at a bargain price of \$25—that's reasonable, isn't it? Would he be able to change his mind?

STUDENT: No, because it's reasonable.

T.: What do you say?

S.: I disagree. I think he would be able to change his mind because a motion-picture camera is not a necessity.

T.: Good. Can anyone suggest a name to designate anything that is not a necessity?

S.: We have the ordinary English word "luxury." Can that be used?

T.: That's the very word used in law. Who will now state for us the law on luxuries?

S.: An infant is not responsible on any contract for luxuries.

T.: You will find that your textbook uses the word "avoid" in connection with infants' contracts for luxuries. (Teacher writes the word on the board.) Can anyone here use it in a sentence?

S.: An infant may avoid any contract for luxuries.

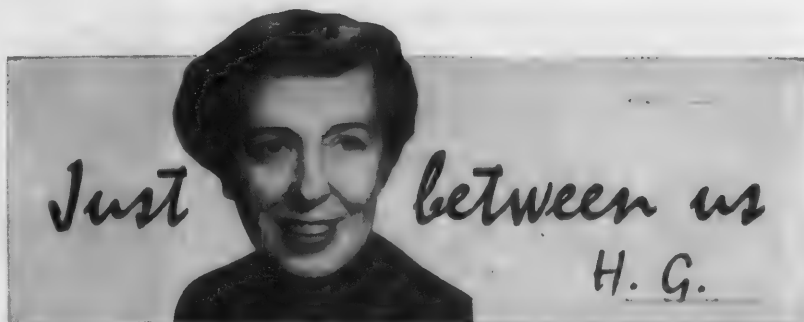
T.: Very good. Now, what do we mean by that?

S.: It's up to the infant. If he wants to go through with the luxuries contract, he may do so; if he wishes to change his mind, he may change his mind.

T.: What about the adult?

S.: The adult may not avoid any contract with the infant, regardless of whether the contract deals with necessities or luxuries.

T.: Fine. I think that, since we are taking up legal terms, we might as well begin applying a better name to the person who is under age. It is perfectly



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

**Lessons from the Air Force.** Last summer the Business Education Club at the University of Colorado sponsored a field trip to the Air Force Finance Center in Denver, an installation comprising blocks and blocks of floor space and around 3,200 office workers. I went along. The trip left me thinking about all sorts of *implications* for business education. For what they are worth, here they are; but in order to squeeze in as many as possible, please supply your own interpretations for the most part, O.K.?

*The importance of understanding systems and procedures.* The Air Force paid our group the compliment of presuming that business teachers would have an understanding of flow of work, systems, and procedures—and started in from there. That a number of the group were "lost" in the first five minutes probably indicated that they had never had a good course in office management; that too many business teachers still think, "But why do I need such courses? I'm going to teach shorthand and typewriting and bookkeeping."

*The importance of handwriting—and the ability to read it.* In one big department handling claims and payroll adjustments, we were shown a group of folders dealing with individual claims. Every single folder had *handwritten* notations, sometimes whole pages, attached to the outside of the folder for someone's attention; and the contents, we could see as the instructor leafed through them, contained many more handwritten items.

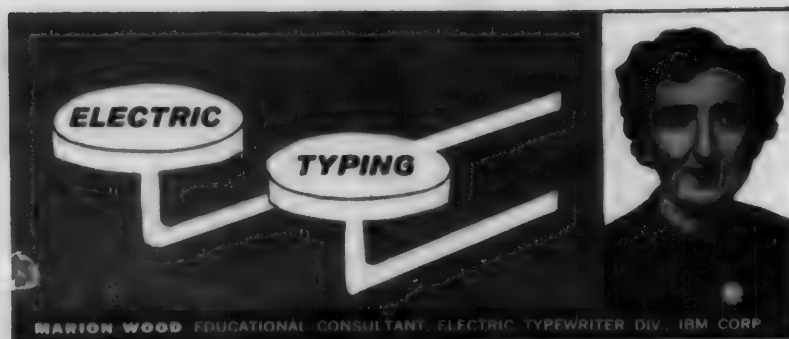
*Interpretation of data and composition of letters.* Every person in the department just mentioned had to be able to interpret correctly data concerning the claims and adjustments and to compose clear, concise letters explaining the interpretations.

*Accuracy an absolute "must."* With data entered by human effort only once in an entire process, but copied many times mechanically from this one first entry, the multiplication of any error can be fantastic.

*Identical salary schedules for typists, stenographers, and key-punch operators.* Yet the key punch operators learned their work in three to five months (at the Opportunity School in Denver, usually). I wish we had space to bat this one around a bit. All the Susies who spend two years attaining only a *mediocre* skill in shorthand, despite our and their best efforts—could the time have been more wisely spent?

**A whole handful of implications**—before we run out of space. *Big office operations.* With 3,200 office workers in one installation, did someone mention *human-relations problems*, including *work attitudes* and *status situations*? *Average age of employees*, forty-one years. *Trend toward centralization of office operations.* All Air Force payrolls from all over the world are handled here. *Complicated machines simply operated.* A checkwriting machine that did everything but "bark" could be operated after eight to twenty-four hours of instruction.

**And lastly**, a thought about the use of *visual aids* and about *constant appraisal and evaluation*. What an example the Air Force set in these two categories! No man attempted to talk to us about any phase of the work without the aid of charts, graphs, "the real article," filmstrips, slides, or films. (And the planning rooms were lined with them.) Also, at every turn we were shown (and told) that the work was constantly appraised and evaluated. As business teachers, do we do as well?



### Seven Essentials in Teaching Electric Typing

**1. Preset operative parts.** In electric typing it is important that students begin typing immediately. If the classroom is used by another class before your lesson, ask the previous class to preset the impression indicator, multiple copy control, and the marginal stops (one inch). Spacing should be single. Students will need little or no assistance with parts common to both electric and manual typewriters. So with the machines preset, they can insert paper and begin typing immediately.

**2. Typewriter height.** Either adjust table heights or move students around until each one has his electric typewriter an inch or an inch and a half lower than his manual typewriter. If the palms of the hands are parallel to the keyboard slope, the desk is the correct height. The same rules of position apply as in manual typing.

**3. Motor on and off habit.** This must be automatic. Students should turn their motors off every time they stop typing; yes, even for the few seconds it takes to erase or put in another sheet of paper. There should be prearranged signals for "motors on" and "motors off." We say, "Are you ready?" and the students immediately turn their motors on. "Stop" or "time" means motors off. It seems to make little difference which finger is used for turning the motor on or off; but it is easier to automatize one motion, so the same finger should always be used.

**4. Space bar stroke.** Because of the low slope of the electric keyboard, the same degree of force is not needed to operate the space bar as on manual typewriters. It should be operated by a down and slightly inward motion of the right thumb. Have the students practice the thumb movement with the motors off. As the thumb moves down on the space bar, the fingers of the right hand are just above the guide keys, slightly curved and stationary.

**5. Return key exercise.** Here is one place where supervised practice leads to better operation of the electric typewriter. Many manual operators tend to hold the carriage return key longer than necessary. The return key should be operated with a fast touch-and-go action to attain maximum increase in speed. Manual students need a few minutes of practice to automatize the easy reach to the lower left-hand corner of the return key. Have them quickly bring their little fingers back to the semicolon. Dictating the instructions: "return, semi, return, semi" will speed up the automatization of this reach. Two or three minutes of this drill is enough to eliminate the wild reaching in the air for the manual carriage return lever. Practice on short lines will further automatize this movement.

**6. Shift key stroke.** Frequently students with a faulty shift stroke will correct it on the electric typewriter because of the less down movement of the electric shift key. Start with the motors off. Show the students how to reach for the center of the shift key. Let the fingers fan out slightly; keep the hands steady. Keep the wrists from dropping. Knuckles will arch as the little finger touches the center of the shift key. With motors on have students practice the shift stroke, for example, by writing their names several times.

**7. Quick key release** depends on the correct finger contact and keeping the fingers close to the keys. Repetitive key drills lower the finger action and lead to this. Direct the students to type the letter "a", pause, then repeat typing the letter, counting "one, two, three, four." Then go on through the alphabet until each letter has been written five times. Quick key release is one of the secrets of fast and accurate typing.

These seven essentials will require about twenty-five or thirty minutes of your class period. The remaining time can be divided between handling the margins and straight copy work.

in place to refer to our little Jimmy as an infant, but not to a high school senior. Does anyone know another term, a better one?

S.: How about the term "minor"?

T.: That's perfect. Just one further item: Can anyone tell the class at what point a person stops being a minor? For example, at what point does the law assume that our little friend Jimmy will be fully aware of what he is doing?

S.: When he becomes twenty-one.

T.: And that's the age at which infancy ends. As a matter of fact, the law gives you a birthday present by making you an adult the day before your twenty-first birthday.

Will someone summarize for us what we learned this day?

S. 1: A minor may avoid a contract for luxuries.

S. 2: A minor may not avoid a contract for necessities, but he is responsible for their reasonable value only.

S. 3: The adult may not avoid any agreement into which he has entered with a minor. If the minor wishes to abide by the agreement, the adult must.

S. 4: Other terms for "minor" are "infant" and "under age."

S. 5: Necessities consist of food, clothing, shelter, medical care, and education.

S. 6: Infancy (minority) ends a day before you are twenty-one years of age.

T.: Very good.

The assignment for the next day is then examined and clarified.

The remaining time is spent in applying the new knowledge to a number of cases, which are either presented orally or read from the textbook or from sheets that have been duplicated in advance of the lesson.

The following legal learnings were taken up in the course of the first lesson:

1. Agreement alone is insufficient. The agreement must be made between two competent parties if it is to be enforceable.

2. A person under twenty-one years of age is an incompetent party.

3. A person under twenty-one is referred to as a minor, an infant, or a person under age.

4. A person twenty-one years or older is an adult.

5. A minor is excused from all agreements dealing with luxuries, if he so chooses.

6. A minor will be responsible for all agreements dealing with necessities, but only for their reasonable value.

7. Necessities consist of (a) food, (b) clothing, (c) shelter, (d) medical care, and (e) education.

8. The adult is bound on all agreements into which he has entered with any minor, if the minor chooses to go through with them.



9. Infancy terminates a day before the person's twenty-first birthday.

10. When we say that a person may avoid a contract, we mean that the person may excuse himself from any obligations arising out of the contract.

Some of the points of departure for general discussion during this lesson are the following:

- Some youngsters are brighter than many oldsters. Some have more brains at sixteen than others have at sixty. Laws are made, however, for the general run of people; and, on the average, the grownup is brighter than the child.

- The age at which a person is recognized as a full-fledged member of the community varies with the culture. In some cultures, one is so recognized at the age of 13; in others, at 15; in still others, at 25 and 35. The age for voting in New York is 21; in Georgia, it's 18. The enlistment age is 18. ("If they're old enough to fight, they're old enough to vote!") Should the I.Q., the high school diploma, or the mere attainment of a certain age be the requirement for attaining contractual capacity?

- There was a time—not too many years ago—when women could not enter into any contract and could own no property.

It will be noted that the liability of a minor for his torts and crimes was not taken up; nor was the effect of the falsification of age by the minor considered. Also, the concepts of *void*, *voidable*, and *valid* were omitted. Any of these could have been included instead of some of the work that was presented. The synonyms for *infant*, the age at which one becomes an adult, and the term *avoid* could have been deferred.

What is important is that the basic concept be established sufficiently early in the lesson to serve as a frame of reference, that a tentative legal principle be arrived at, and that it be transformed into a definitive statement speedily and naturally.

Not all of the law governing competency of parties is to be developed in one lesson. Consequently, we should confine ourselves to the development of one basic concept, show how it is utilized in the formulation of several legal principles, develop several legal terms that facilitate intelligent discussion of the topic, and afford the class plenty of time for practice on the new work that has been taken up.

NEW-MATTER

DICTIONARY

with Previews

CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

**EDITOR'S NOTE:** *This is the third in a series of ten discussions on office customs. Be warned that the author's ideas are not of the type found in the average textbook. As you read his advice on how to increase your efficiency for getting out of the office at five o'clock each night, you will see what we mean. The author has deliberately tried to provide you with amusing dictation material. The column is marked off in groups of 20 standard words and may be dictated at any desired speed.*

### 3. How to Quit Work at Five

Everyone is ready with advice about getting to the office on time. Books are full of this trite information<sup>1</sup>. But you can look high and low and never find the kind of really helpful information that will advise<sup>2</sup> you on how to get out of the office promptly at five. After all, who really wants to *get* to work? Much more<sup>3</sup> important is how get out of work, *on time*.

In case you've never given it much thought, here are some reasons why it<sup>4</sup> is important to leave the office on time. One, you may already have made enough mistakes for one day. Two, if<sup>5</sup> you work overtime, the boss may think you're not capable enough to get your work done during the day. Three, since time<sup>6</sup> is so valuable, why should you waste it working? Think of the million and one other things you could be doing.<sup>7</sup>

And four, the boyfriend is waiting for you. Why doesn't *he* seem to have any trouble getting out of work at five?<sup>8</sup> Of course, with so many women employed today, maybe he wasn't working. The latest trend is for men to manage,<sup>9</sup> while the women do the work. And managing, as every worker knows, is much simpler than working. All you<sup>10</sup> have to do is think.

But managing is exactly what you have to do if you're going to quit work on time. The<sup>11</sup> first thing to do with any management problem, especially one of such importance, is to survey the<sup>12</sup> situation. In fact, you will never make a good manager until you learn to survey a situation.

So,<sup>13</sup> has the boss gone? Where is the nearest exit? How much of this stuff on the desk can be shoved into a drawer? It<sup>14</sup> takes a little practice, but really efficient office workers have the routine down to a science: look for boss,<sup>15</sup> shove stuff, grab purse, run. This routine will guarantee success—success, anyway, in getting out of work. (318)

#### Preview Outlines

2 of 10 pages  
7-10-11-12-13-14-15

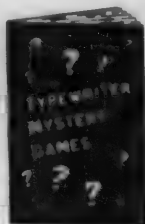
KEY: everyone, advice, helpful, promptly, already, capable, million, trouble, of course, he wasn't, simpler, to do, exactly, purse, guarantee

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## Business Law

IRVING ROSENBLUM  
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## POSTER- PLAYLET

### OUT ON A LIMB



THESE APPLES  
ARE GOOD!  
GUESS I'LL  
HAVE  
ANOTHER!

### WHO OWNS THE FRUIT ON THE OVERHANGING LIMB?

**ANNOUNCER:** This is a dispute between two neighbors over an apple tree. The tree belongs to (student's name) and the branches of it extend into the yard of the neighbor (student's name), whose complaint you are about to hear.

**NEIGHBOR:** The branches of your tree extend into my yard. They are an annoyance to me. Their shade prevents my plants from growing. I want you to remove those branches.

**OWNER:** You want me to remove the branches, but I notice that you don't mind picking the fruit. That tree belongs to me and so do the branches and the fruit. I don't want you removing the fruit. Furthermore, I like the tree as it is, and I do not intend to cut down the branches just to satisfy you.

**ANNOUNCER:** We have two questions:

1. Has the neighbor the right to pick the fruit from the branches on his side of the fence?
2. May the neighbor remove the overhanging branches?

**DECISION:** 1) No. The fruit belongs to the tree, and the tree belongs to the owner in whose yard it is planted.

2) Yes. If the owner refused to remove the overhanging branches, the neighbor may remove them.

This case involves a backyard dispute, but it could raise an international dispute as noted in a recent news item:

Berlin, Sept. 5—An East-West dispute arose here today about the overhanging branch of a linden tree. The tree, rooted in East Berlin, has one strong branch extending into West Berlin.

The controversy arose when West Berliners saw two East German policemen squatting on the limb. The officers were using field glasses and a walkie-talkie radio.

West Berlin officials ordered them down, reminding them that they were violating border rights. "No," replied the East Berliners, "this tree grows in our sector."

The solution, in the opinion of some West Berliners, will be to saw off the overhanging limb.

**F**EELING SO WORRIED and helpless that she just had to speak with someone, Judy Jones welcomed Mr. Trent's obvious<sup>1</sup> interest. The office manager was extremely sympathetic.

"I know just how you feel," he said. "It floored me,<sup>2</sup> too. Who would ever have thought that Sam Conrad—"

Judy's eyes flashed. "Then you believe it, too—like everyone else. You<sup>3</sup> believe that Mr. Conrad actually took the money!"

Mr. Trent lowered his eyes. "What else can I believe?<sup>4</sup> Sam was the only one who had the key to the cash box in the vault and who knew the combination to the vault<sup>5</sup> itself. The night of the theft the watchman spotted a tall man, at least six feet four, he says, in one of the aisles. When<sup>6</sup> he called Conrad's name, the figure ran away."

"But he wasn't positively identified," Judy insisted.<sup>7</sup>

"Who else is that tall around here? Besides, Sam Conrad was the only one working late that night."

Still Judy was not<sup>8</sup> to be shaken from the conviction that her boss was innocent. "It just couldn't have been Mr. Conrad," the little<sup>9</sup> secretary maintained. And she stuck to that faith.

Mr. Trent smiled. "I admire your loyalty," he said. "Only<sup>10</sup> wish there were some way. . . ." The ringing telephone interrupted his thought. "Excuse me," he said to Judy. "Hello—oh,<sup>11</sup> yes. Hello, Mike." His tone quickly became cold and distant. "Yes, I told you it has been straightened out. No, not yet. That's<sup>12</sup> right—and, Mike, I'll call you." Hanging up, he smiled over at Judy and shook his head. "My broker," he said. "Want a tip<sup>13</sup> on how to get rich quick? Don't play the market."

Judy smiled politely, but just now she was too upset to indulge<sup>14</sup> in light humor.

Sensing her mood, Mr. Trent arose and took her arm comfortingly. "Now, look here, Miss. Don't take it<sup>15</sup> so much to heart. Maybe something will turn up. Besides, Mr. Reeves would never press charges. The whole thing will be hushed<sup>16</sup> up. Just wait and see."

"That's not the point," Judy said. "The fact that it has happened and that the suspicion points to Mr.<sup>17</sup> Conrad is something he'll never be able to live down. We simply have to

## Trusting Soul

RAYMOND DREYFACK

find the one who really did<sup>18</sup> it."

Mr. Trent sighed. "All right, Judy. I won't try to sway your belief. Sam Conrad is one of my best friends. I'll help<sup>19</sup> in any way I can."

"I appreciate your saying that, Mr. Trent."

That afternoon, Mr. Reeves called her into<sup>20</sup> his office. The graying president of the firm motioned her to a seat. "Mr. Straubel would like to ask you<sup>21</sup> a few more questions, Miss Jones."

Judy nodded at the slight little man from the detective agency. "Did you learn<sup>22</sup> anything?" she asked anxiously. "Do you have proof yet that Mr. Conrad couldn't have stolen the money?"

The<sup>23</sup> detective smiled tiredly. "Not quite, Miss Jones." He adjusted his rimless glasses on his nose, a nervous habit he had.<sup>24</sup> "However, we did come up with something interesting."

Judy saw the detective exchange a glance with Mr.<sup>25</sup> Reeves, and she was aware of the president's slight nod.

"What do you know about Frank Scarnac?" the detective asked.

"Frank?"<sup>26</sup> Judy was suddenly bewildered. "Why, only that he's the porter, and that he has been with the company for<sup>27</sup> years. A nice, friendly fellow. He has a kind word for everyone. He always talks about his family."

"Where<sup>28</sup> does he clean up?"

"Downstairs, mostly. Around the lockers and stock room."

"And the vault?"

Judy frowned. "Why, yes, I suppose so.<sup>29</sup> But I could never imagine Frank—"

The detective sighed. "That's what makes this business so difficult, Miss Jones. We can<sup>30</sup> never imagine a crook being crooked. But, unfortunately, they're people like you and me."

Judy lowered<sup>31</sup> her eyes. Then she shook her head determinedly. "No, it couldn't have been Frank."

Mr. Reeves cleared his throat. "Miss

Jones, the<sup>32</sup> agency made an investigation of all persons who conceivably could have had an opportunity<sup>33</sup> to steal the money. Frank Scarnac was naturally on that list. He's fairly tall, and the record shows he once served<sup>34</sup> time for stealing."

Judy all but gasped. "But he has been here so long, and. . ." Her words trailed off.

The detective shrugged. "Far as<sup>35</sup> we know he has been clean for more than twenty years. But you can't tell. Maybe he was just lucky. Never caught before."<sup>36</sup>

"That's a callous viewpoint," Judy blurted. "I trust Frank implicitly."

The detective met her eyes. "As much as you'd<sup>37</sup> trust your boss?"

Judy flushed. "I see no reason why I can't trust both men," she said obstinately. "Just because Frank made<sup>38</sup> a mistake twenty years ago. . ."

The detective again adjusted his glasses. "It appears that Miss Jones is an<sup>39</sup> exceptionally trusting young lady."

The edge of sarcasm did not escape Judy.

Mr. Reeves broke in. "The point<sup>40</sup> is that Scarnac is the only possible suspect outside of Sam Conrad."

"He certainly didn't have the key<sup>41</sup> or combination," Judy pointed out.

"Locks can be picked," the detective replied coldly. "The experienced crook<sup>42</sup> knows tricks that would amaze you."

Judy shook her head. "I still can't imagine Frank doing a thing like that. Not Frank."

"Not<sup>43</sup> Frank, and not Conrad," the detective said stiffly.

Mr. Reeves frowned. "Thank you, Miss Jones. That will be all for now."

For the<sup>44</sup> rest of the day Judy was unable to keep her mind on her work. Every time she had to take a letter<sup>45</sup> from Mr. Conrad or look up a file for him, the thing was there between them. Finally, just for the record, she<sup>46</sup> felt she should reaffirm her confidence. Mr. Conrad, his big shoulders stooped now, thanked her gratefully when she did.<sup>47</sup>

"That helps, Judy. It helps a lot." Suddenly he clenched his fists with repressed anger. "If there were only something I<sup>48</sup> could do," he murmured helplessly. "Just one little thing."

Next morning Judy brought a questionable invoice in to<sup>49</sup> Mr. Trent, the

office manager. He was on the telephone when she came in the door.

"... look, Mike," she heard him say.<sup>50</sup> "I told you not to call me here." Looking up, he saw Judy. "All right, I'll call you tonight." He said impatiently,<sup>51</sup> "Yes, I'll have it."

Replacing the phone on its cradle, he sighed up at Judy, "Fool brother-in-law, always in debt,<sup>52</sup> always borrowing money." He took the invoice from her hand without glancing at it.

"Heard Mr. Reeves called you in<sup>53</sup> again," he said. "Anything new?"

"No." Judy strove to repress her sudden excitement. "Same questions over again."<sup>54</sup>

Judy went back to her desk as fast as possible. The more she thought, the more convinced she became. Then, setting her<sup>55</sup> jaw, she rose abruptly and marched in to see Mr. Reeves. The president at first frowned uneasily at what she<sup>56</sup> had to say; then he listened with added interest. Finally he called the detective on the phone.

Judy spent<sup>57</sup> the rest of the day waiting. Never had she been so nervous, so much on edge. What if she were wrong? But no, she couldn't<sup>58</sup> be wrong. She *mustn't* be wrong.

The next morning, the detective was in Mr. Reeves' office with one of his<sup>59</sup> associates and a man from police headquarters. When they sent for Trent, he acted amused, then indignant.

"Who's Mike?"<sup>60</sup> the detective asked. Trent denied he knew anyone by that name.

"Who was on the phone with you yesterday when Miss<sup>61</sup> Jones came in to your office?"

The detective's voice was cold, harsh, incriminating. He discussed Trent's high standard of<sup>62</sup> living on his modest salary. Trent became increasingly nervous and flustered. He began to stammer and<sup>63</sup> stutter. Finally, he broke down and confessed.

Mike, as Judy suspected, had loaned Trent a great deal of money. Trent,<sup>64</sup> not his fictitious brother-in-law, was heavily in debt. He had stolen the key and combination from Mr.<sup>65</sup> Conrad's desk and given them to the night watchman, who had committed the actual theft and had concocted<sup>66</sup> the "tall man" story to incriminate her boss.

Later, when it was all over, Mr. Reeves asked her, "What first led<sup>67</sup> you to suspect Trent?"

She grinned up at her boss. "Well, Mr. Conrad always taught me to observe details. Two days ago<sup>68</sup> Mike was Mr. Trent's 'broker'; yesterday he was suddenly his 'brother-in-law.' That set me off thinking about<sup>69</sup> how anxious he always was for information on the case, and I started remembering

how shifty I<sup>70</sup> always thought he was. When you work with folks, you can almost sense if they're trustworthy or not."

At that remark the<sup>71</sup> detective lowered his eyes. "Oh well," he said. "You learn something new every day." (1434)

## FLASH READING\*

# The NEATNESS HABIT

MARGARET OTTLEY

**M**ANY ARTICLES have been written about how much the beginning worker needs to know about letter writing,<sup>1</sup> how high your skills—your shorthand writing speed and transcribing ability—should be, what you should wear, how you should act.<sup>2</sup> And each of these has many little facets that need to be thought about.

You hear about and read articles on<sup>3</sup> being a responsible person. Most of the articles deal with being responsible for follow through,<sup>4</sup> finishing your daily tasks, reminding the boss of appointments made, and similar matters. There is another big<sup>5</sup> phase of responsibility and that is responsibility for your work area and materials.<sup>6</sup>

Some of us are neat by nature, others must develop the habit. If necessary, train yourself to straighten<sup>7</sup> up your desk the first thing Monday morning. Assemble your records, magazines, and books neatly, dusting them carefully.<sup>8</sup> Even though your maintenance man may empty the wastebaskets, sweep the floor, and dust, you will find that, at best, the<sup>9</sup> desks have received only superficial attention. Then maintain your neatness habit by taking the extra half-<sup>10</sup>minute that might be necessary<sup>1</sup> to put the materials with which you must work in their proper place when you<sup>11</sup> put them aside.

The first thing Monday morning is a good time, too, to check your paper supplies. Arranging them<sup>12</sup> properly in the desk will save time by eliminating the necessity for riffling through to find the kind of<sup>13</sup> paper each transcript calls for. Proper arrangement will keep the interior of the drawer neat, make selection<sup>14</sup> easier, and avoid dog-earing the stock.

Depending on the size of the paper storage space you have and the<sup>15</sup> amount you use each day, you may

find it necessary to replenish your stock several times in the course of<sup>16</sup> a week. Keep your Monday-morning habit. Check the supplies the first thing and, as you add the replacement stock, take out<sup>17</sup> the desk supply, putting the new sheets at the bottom of each stack before returning the paper to the allotted<sup>18</sup> slot.

It is important, too, to take care of mechanical equipment. Make certain to use the special hood<sup>19</sup> provided for your typewriter to keep it free from dust. The dust may jell with the oil that is needed to keep your<sup>20</sup> machine running smoothly, which will slow up the machine and cut into your production record.

Proper care of your<sup>21</sup> equipment and supplies will keep the wheels of your job running smoothly. (432)

\* Vocabulary limited to Chapters One through Six of Gregg Shorthand Simplified.

## OGA MEMBERSHIP TEST

### If You Can't Go Over

A traveler came to a stream one day  
And because it presumed to cross his  
way

His anger rose far more than it<sup>1</sup> should  
And he vowed he'd cross right where  
he stood.

The current was swift and the bank  
was steep

But he jumped right in with a<sup>2</sup> violent  
leap.

A fisherman dragged him out half  
drowned

"When you can't go over or under,  
go *round!*"

If you come to a<sup>3</sup> place that you can't  
get *through*

Or *over* or *under*, the thing to do  
Is to find a way *round* the impassable  
wall<sup>4</sup>

Not say it's *your* way or not at all.  
You can always get to the place you're  
going

If you'll set your sails as the wind<sup>5</sup> is  
blowing.

To reach your goal this advice is  
sound:

If you can't go over or under, go  
*round*. (116)

## JUNIOR OGA TEST

### Not So Bright

There had been a motor wreck.  
One driver climbed out of his car in  
a fit of temper and strode up to a man  
who<sup>1</sup> was on the sidewalk, thinking  
him to be the other driver.

"Say, where's your tail light?" he  
asked angrily.

The innocent<sup>2</sup> bystander scrutinized  
the driver for a few seconds and  
then retorted: "What do you think I  
am anyway,<sup>3</sup> a blooming lightning  
bug?" (65)



# Professional Report

## NEWS SPOTLIGHT

### Handwriting

... has fallen to a low estate "because it no longer is the mark of an educated person," says the Handwriting Foundation. Meeting in Chicago, the group heard a report on what was called "the largest handwriting research project ever conducted." Dr. Frank N. Freeman, former dean of the University of California School of Education, analyzed handwriting samples from 135,000 elementary school students throughout the country. The report concluded that the handwriting of the college student and the adult is not so good as the average pupil's. Doctor Freeman indicated that "many educated people believe they need only the dictaphone, the telephone, or the typewriter and have to fall back on handwriting only for a few scribbles." This is an erroneous assumption, he said. "Poorly written exam papers result in lower grades, and illegibly written sales slips and letters cause tremendous business losses." Other speakers urged parents and teachers to set good handwriting examples and to encourage the skill of writing legibly and fluently.

### Church College Study

... has been authorized by the Fund for the Advancement of Education. Dr. Pendleton Gaines, former president of Wofford College, Spartanburg, South Carolina, will analyze and assess the value of the church college in America. He plans to interview 250 leading educators and send questionnaires to several hundred more. He will try to get a broad picture of the church college's own view of its responsibilities and how it is meeting them; what problems of church control and financial support it has; what problems it has in education program as a branch of the church; and how church colleges differ from other colleges. He will study both Catholic and Protestant church schools.

### Merits of Co-operative Education

... will be studied under another grant from the Fund for the Advancement of Education, according to Dr. Ralph W. Tyler, chairman of the Study Committee on Co-operative Education. The study will be under the direction of Dr. James W. Wilson of Rochester, N.Y. It will include an examination of the economic values of co-operative education, the role of business and industry, the kinds of students in such programs, and the readiness for employment of such students.

## PEOPLE

• Milton E. Cagan has received his doctor of education degree from New York University. His dissertation, "Proposed Night Business School Curricula Based upon Job Requirements," was written under the direction of Herbert A. Tonne.

Doctor Cagan is dean and co-owner of the Westchester Business School, New Rochelle, New York. Last year he was chairman of the education committee of the Westchester chapter of NOMA and president of the Westchester BEA. He is also a member of EBTA and the NYBEA.

• Edward J. Gacek, dean of the Hartford (Conn.) Institute of Accounting, recently received his Ph.D. degree from the University of Connecticut. His dissertation was entitled "Private Junior College Legislation in the United States." Much of his graduate work was done at Yale University.

Doctor Gacek was the first president of the Quinnipiac College



EDWARD J. GACEK

(Hamden, Conn.) chapter of the AAUP. At that school he was assistant dean and director of the evening division. In 1950 he was a U.S. representative to the International

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al Economic Conference in Copenhagen.

He is a member of Delta Pi Epsilon, New England Guidance Assn., Connecticut BEA, National Assn. of Accountants, and other organizations. He has written several articles on business education and college administration.

• Mary Anna Culkin has joined the staff of the University of Hawaii, Honolulu, as an instructor in the department of economics and business. She was formerly at Colorado State University, Fort Collins.

• Lowell Chapman, formerly of Northern Illinois University, has joined the staff of Ferris Institute, Big Rapids, Michigan.

Doctor Chapman has been at Northern Illinois for the past three years. His major field is accounting.

• Mrs. Dorothy Pippel, Algonac, Michigan, is chairman of the business teachers section of the Schoolmasters Association of Michigan. The group met this spring in Ann Arbor.

• Walter Mansley retired in June as head of the business- and distributive-education department at Lincoln High School, Philadelphia. He was succeeded as department head by Sydney Weiss.

• Lewyn C. Davis, Cumberland, Maryland, died earlier this year. He was the superintendent of the junior and senior high schools in Cumberland.

• Robert V. Bacon has received his Ed. D. degree from the University of California, Los Angeles. The coordinator of admissions at Los Angeles Harbor Junior College has also received a Fulbright grant to teach in Greece.

Doctor Bacon's dissertation was entitled "A Study of Interest Patterns of Men Business Teachers in Public Secondary Schools." He discovered a pattern of interests by which potential business teachers may be identified during the early years of college.

Doctor Bacon will teach in Greece during the 1958-59 school year at an American sponsored school in Salonica.

• M. Patricia Houtz has been appointed assistant professor of business education at Bloomsburg (Pa.) State Teachers College. She was formerly a member of the business-education staff at Hanover Park (N.J.) Regional High School. Miss Houtz is a member of Delta Pi Epsilon, NEA, BTA, EBTA, and other organizations.

## GROUPS

• The Southern Business Education Association will hold its annual convention at the Wade Hampton Hotel, Columbia, S.C., November 27-29. Theme of the convention is "Imperatives for Business Education in a Changing World." The program is as follows:

Thursday, November 27

8:00 a.m.—UBEA 10,000 CLUB BREAKFAST

9:45 a.m.—UBEA REPRESENTATIVE ASSEMBLY, Southern regional meeting. *Presiding:* Vernon Musselman, President UBEA, University of Kentucky, Lexington.

10:30 a.m.—Official Tour of Exhibits  
5:00 p.m.—Official Reception

7:00 p.m.—Fellowship Dinner. *Address:* "The Responsibilities of Business Education" by J Marshall Hanna, School of Education, Ohio State University, Columbus. *Presiding:* Theodore Woodward, SBEA President, George Peabody College for Teachers, Nashville, Tenn. *Toastmaster:* Z. S. Dickerson, First Vice-President SBEA, Madison College, Harrisonburg, Va. *Invocation:* Vernon Anderson, Treasurer SBEA, Murray (Ky.) State College. *Welcome:* Elizabeth O'Dell, Local Chairman 1958 Convention, University of South Carolina, Columbia.

Friday, November 28

7:45 a.m.—FBLA BREAKFAST

9:00-10:30 a.m.—FIRST GENERAL SESSION.

*Speaker:* Peter L. Agnew, Chairman, Dept. of Business Education, School of Education, New York University, New York. *Topic:* "Imperatives for Business Education in a Changing World." *Presiding:* Theodore Woodward. *Invocation:* John Moorman, University of Florida, Gainesville. *Greetings:* Lester L. Bates, Mayor, Columbia, S. C.; and Robert L. Sumwalt, Acting President, University of South Carolina. *Response:* Vance T. Littlejohn, The Woman's College, University of North Carolina, Greensboro.

10:45 a.m.-12:15 p.m.—DIVISIONAL MEETINGS. SECONDARY SCHOOLS: *Executive board liaison officer:* Nora Goad, Stonewall Jackson High School, Charleston, W. Va. *Chairman:* Lela Hulette, Bald Knob High School, Frankfort, Ky. *Vice*

chairman: Della Rosenberg, Starke (Fla.) High School. *Secretary:* Eileen Tabor, Murphy High School, Atlanta, Ga. *Speaker:* Doris Howell Crank, President NBTA, DeKalb (Ill.) Junior High School. *Topic:* "Imperatives in Planning the Secondary School Business Education Program."

**PRIVATE BUSINESS SCHOOLS:** *Liaison officer:* Frances Bartoszek, Yonge High School, University of Florida, Gainesville. *Chairman:* Milo Kirkpatrick, Jr., King's Business College, Charlotte, N. C. *Vice chairman:* Bernice Brown, Draughon's Business College, Greenville, S.C. *Secretary:* Mrs. R. D. Evans, Evans College of Commerce, Gastonia, N. C. *Speaker:* F. DeVere Smith, School of Business Administration, University of South Carolina. *Topic:* "Business School Inspections and Upgrading."

**JUNIOR COLLEGES:** *Liaison officer:* Sue Waddell, Oak Ridge (Tenn.) High School. *Chairman:* James R. Kantner, Gordon Military College, Barnesville, Ga. *Vice chairman:* Eleanor Moore, Averett College, Danville, Va. *Secretary:* Helen Walker, Sullins College, Bristol, Va. *Speaker:* Gerald S. Robbins, President, Junior College of Augusta (Ga.). *Topic:* "The Junior College Business Education Triangle."

**COLLEGES AND UNIVERSITIES:** *Liaison officer:* Maria Culp, Winthrop College, Rock Hill, S. C. *Chairman:* Orus Sutton, Appalachian State Teachers College, Boone, N. C. *Vice chairman:* Thomas Hoggan-camp, Murray (Ky.) State College. *Secretary:* Lois Frazier, Meredith College, Raleigh, N. C. *Topic:* "Business Education Curricula for

the Changing World." *Moderator:* Parker Liles, Georgia State College of Business Administration, Atlanta. *Panel members:* Roscoe Allen, Vernon Anderson, Mrs. Ray Kinslow, James Loyd.

12:30-2:15 p.m.—**DELTA PI EPSILON LUNCHEON.** *Speaker:* Herbert A. Tonne, School of Education, New York University, New York. *Topic:* "Business Education in Other Countries." *Presiding:* Dorothy Veon, National President DPE.

2:30-3:45 p.m.—**SECTIONAL MEETINGS**  
**BASIC BUSINESS:** *Liaison officer:* Vance T. Littlejohn. *Chairman:* Dorisse Garrison, Rule High School, Knoxville, Tenn. *Vice chairman:* Mrs. Ray Kinslow, Tennessee Polytechnic Institute, Cookeville. *Secretary:* Sue Waddell. *Speaker:* Vernon Musselman. *Topic:* "Making Basic Business Subjects Interesting to Students."

**ADMINISTRATION & SUPERVISION:** *Liaison officer:* Wilbur Lee Perkins, Northeast State College, Monroe, La. *Chairman:* Katherine S. Green, Arkansas State College. *Vice chairman:* Kenneth Roach, University of Georgia, Athens. *Secretary:* Wilson Ashby, University of Alabama, Tuscaloosa. *Topic:* "Business Education Keeps Step with the New Horizons in Our World." *Moderator:* Mearl Guthrie, Bowling Green (Ohio) State University. *Discussants:* Edna Gregg, A. J. Lawrence, June L. Omohundro, Carl P. Savage, Mildred Witten.

**CLERICAL PRACTICE:** *Liaison officer:* Evelyn Gullidge, Woodlawn High School, Birmingham, Ala. *Chairman:* William Bonner, University of Tennessee, Knoxville. *Vice chairman:* Carroll Wagoner, University

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of Florida, Gainesville. *Secretary:* J. Curtis Hall, Alabama Polytechnic Institute, Auburn. *Speaker:* A. L. Walker, Supervisor, Business Education Services, Virginia State Dept. of Education. *Topic:* "A New Look in Clerical Practice." *Discussants:* John A. Pendery, W. D. Hatchford, Jr., Robert J. Ruegg, Elizabeth T. Van Derveer.

**PRIVATE BUSINESS SCHOOL TEACHERS'**  
**ROUND TABLE:** *Liaison officer:* Ross Anderson, Morehead (Ky.) State College. *Chairman:* Milo Kirkpatrick, Jr. *Vice chairman:* Bernice Brown. *Secretary:* Mrs. R. D. Evans. *Topic:* "Teaching Problems in the Independent School." *Moderator:* Mr. Kirkpatrick. *Discussants:* Dave Hatchford, J. Earl Zimmerman.

4:00-5:15 p.m.—SECTIONAL MEETINGS (cont.)

**BOOKKEEPING & ACCOUNTING:** *Liaison officer:* Zenobia T. Liles, Georgia State College of Business Administration, Atlanta. *Chairman:* R. Norval Garrett, Southeastern Louisiana College, Hammond. *Vice chairman:* Roscoe Allen. *Secretary:* Rosalea Miller, Glenville (W.Va.) High School. *Topic:* "How Can the Teaching of High School Bookkeeping Be Improved?" *Moderator:* Harold Gilbreth, Winthrop College, Rock Hill, S.C. *Panel members:* F. Kendrick Bangs, Henry J. Ciolino, Frances Saunders, Roy S. Stevens.

**SECRETARIAL:** *Liaison officer:* Ruth Carter, Central High School, Little Rock, Ark. *Chairman:* Bonnie Nicholson, Bessemer (Ala.) High School. *Vice chairman:* Maudie E. Cook, Coral Gables (Fla.) High School. *Secretary:* Nancy Alderson, West Virginia Institute of Technology, Montgomery. *Speaker:* John L. Rowe, Chairman, Department of Business Education, University of North Dakota, Grand Forks. *Topic:* "Grading and Standards in Beginning and Advanced Typewriting."

7:00-9:30 p.m.—ANNUAL BANQUET. *Address:* "Today's Environment" by J. L. Brakefield, Director of Public Relations, Liberty National Life Insurance Co., Birmingham, Ala. *Presiding:* Theodore Woodward. *Invocation:* Rev. Fred V. Poag, Pastor, Shandon Presbyterian Church, Columbia, S. C.

10:00 p.m.-1:30 a.m. CONVENTION BALL

Saturday, November 29

7:45-8:45 a.m.—SPECIAL BREAKFASTS  
9:00-11:30 a.m. — BRAINSTORMING  
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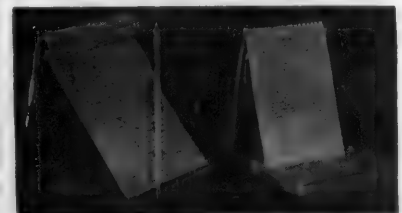
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BUSINESS EDUCATION WORLD



ness of Business Education." *Presiding:* Hulda Erath, Second Vice-President, SBEA, Southwestern Louisiana Institute, Lafayette. *Coordinator:* Herman G. Enterline, Indiana University, Bloomington. *Group sessions:* "Implementing the General Education Values of Business Education," "Providing Effective Vocational Business Education Programs," "Programming for Effective Guidance and Counseling in Business Education." *Leaders:* Hamden L. Forkner, Teachers College, Columbia University, New York; D. D. Lessenberry, University of Pittsburgh (Pa.); Herbert A. Tonne, New York University, New York. *Reporters:* Wilson Ashby, Ruth Bruner, Zenobia T. Liles. *Panel members:* Z. S. Dickerson, Nora Goad, Thomas Hogancamp, Harry Huffman, Frank Lanham, John H. Moorman, Earl Nicks, Eleanor Patrick, Gladys Peck, Dorothy Veon, Maxie Lee Work, William Warren.

11:30 a.m.-12:00 noon — GENERAL SESSION. *Presiding:* Theodore Woodward.

- The Catholic Business Education Association will hold its Central Unit meeting at Marygrove College in Detroit on November 28 and 29. The theme will be "Satellites of Business Education."

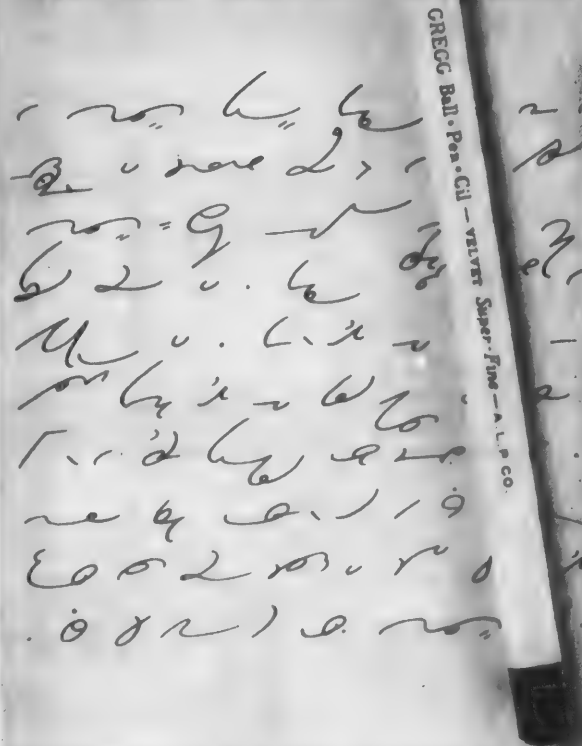
- The Mississippi Business Education Association will hold its fall conference at Delta State College, Cleveland, Miss., on November 1. Featured will be a typewriting teaching demonstration and lecture, "Teach it Right—The First Time," by Dr. Vernon V. Payne, chairman of the department of business education, North Texas State College, Denton.

- The New England Business Educators Association will hold its annual convention on November 22 at the Boston College School of Education, Chestnut Hill, Mass. The theme of the convention is GAPS (Grammar, Arithmetic, Punctuation, Spelling). Principal luncheon speaker will be Dr. William J. O'Keefe, counsel for the Massachusetts Teachers Federation.

- The Upper Peninsula Michigan BEA held its eleventh annual convention earlier this year at Northern Michigan College, Marquette. New officers for 1958-59 are: president, Mrs. Rosemary Cummins, Northern Michigan College; vice-president, Willis Olson, L'Anse; and secretary-treasurer, Mrs. Harold Haynes, Gwinn.

Two retiring business teachers were honored and presented with honorary membership in UPMBEA. They are:

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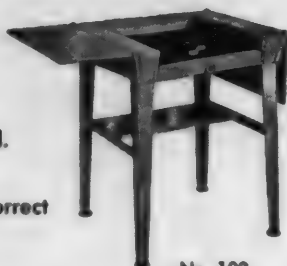
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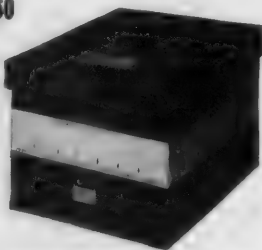
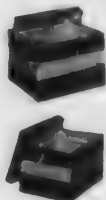
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Mrs. Reatha Diedrich, Michigamme, and Sybil Giddings, Baraga.

Attending the convention were Mrs. Cora Posey, MBEA president; Frances French, MBEA membership chairman; and Frank Lanham, MBEA president-elect.

• The Wisconsin Association for Vocational and Adult Education held its annual convention at Madison this spring. Speakers included M. D. Mobley, executive secretary of AVA.

New officers are: president, George L. Schuricht, Milwaukee; vice-president (business education), Cecil Beede, Eau Claire; and secretary-treasurer, C. D. Rejahl.

## SCHOOLS

• Michigan State University, in co-operation with the National Secretaries Association, sponsored a two-week Liberal Arts Institute for Secretaries last month at the Kellogg Gull Lake Biological Station, Gull Lake, Michigan. Purpose of the Institute was to offer secretaries a broad and stimulating program in philosophy, literature, and art in order to aid their development as individuals and members of the business world. The Institute director was Mary Virginia Moore, of Michigan State University.

All "students" attending had either passed the CPS examination or taken the test. Their salaries, transportation, and fees were paid by their employers.

• New York University held its Nineteenth Annual Business Education Conference in July. The conference theme was "Business Education in Television."

Speakers were Warren A. Kraetzer, director of the Office of Radio and Television at NYU; T. James Crawford, Indiana University; Henry J. Boer, Gregg Publishing Division, McCraw-Hill Book Company, New York; and Charles A. Siepmann, chairman of the department of communication arts at NYU.

• Bryant College of Business Administration, Providence, Rhode Island, has opened Jacobs Hall, a new dining hall and library building. The East Campus building is the twenty-sixth to be acquired by Bryant since its founding during the Civil War.

The Henry L. Jacobs Library will house 10,000 volumes and occupies the first floor, along with four new classrooms. The dining hall on the second floor holds 400 students; in addition, a faculty room seats 60 diners.



**NEW CHAPTER** of Pi Omega Pi was installed at the University of Hawaii, Honolulu. Frances Lawrence, visiting faculty member at the university, served as officer of installation. Sponsor was Floyd Feusse, supervisor of business education at the university's Teachers College. Shown are (l to r): standing: Ruth Adaniya, Doris Imamoto, Mei Quin Lee, Floyd Feusse, Jade Tom, Audrey-Ann Char, Mae Hirano, Alma Hayashi; seated: Ellen Togo, Harriet Nakamoto, Mary Lum, Frances Lawrence, and Genevieve Clark.

## *through the camera eye*

**MOUNTAIN-PLAINS BEA** officers elected recently are planning next year's conference. The new officers are (l to r): E. P. Baruth, McCook (Neb.) College, treasurer; F. Kendrick Bangs, University of Colorado, Boulder, president; Gerald Porter, University of Oklahoma, Norman, 1959 convention chairman; Agnes M. Kinney, North High School, Denver, executive secretary; and Ruben J. Dumler, St. John's College, Winfield, Kans., vice-president. The eighth annual convention will be held in Oklahoma City next June 18-20 at the Skirvin Hotel.

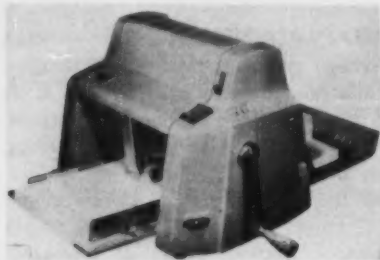


**JOINT COMMITTEE** on Development of National Unity in Business Education has presented a plan under which present regional associations would become divisions of UBEA. The committee was composed of (l to r): Paul F. Muse, chairman; Albert Fries; Vernon Payne; Theodore Woodward; Bernard Shilt; and E. C. McGill, secretary. The executive board of NBTA recently approved the plan; UBEA's executive board had already supported it.

## New Business Equipment

### Hand-Operated Mimeograph

The BDC Rex Rotary M-4 H, a hand-operated mimeograph, utilizes twin cylinders and paste ink to provide leakproof operation. Instead of the usual perforated drum with liq-



uid ink, the M-4H has two cylinders and an oscillating ink roller. Using heavy paste ink, it produces copies of almost printing-press quality.

Paste ink also eliminates make-ready, clean-up, and ink-stained hands and clothes. Other features of the machine include three-minute color change, accurate registration, automatic cut-off counter, three-way copy adjustment, and automatic feed—from tissue to cardboard stock, from postcard to legal size.

The M-4H is self-contained in a dustproof case and occupies no more room than a standard typewriter. For further information, write to Bohn Duplicator Corporation, 444 Fourth Avenue, New York 16.

### Miniature Tape Recorder

A transistorized tape recorder has been announced by Burke and James, Inc., 321 South Wabash Avenue, Chicago 4, Illinois. The miniature Phono Trix Recorder measures only 3½ by 4 by 6½ inches. Powered by four flashlight cells, it runs at the standard three speeds up to 7½ inches per second. The machine operates fifty hours on one set of batteries. It holds up to seventy minutes of recording on standard 3-inch reels.

The recorder, including microphone and speaker, but less batteries, sells for \$99.50. A carrying case and an adapter cord for 6-volt auto operation are available accessories.

### Low-Priced Portable Calculator

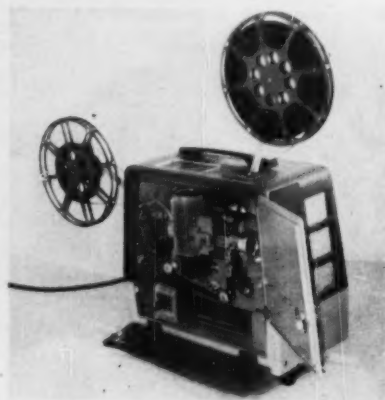
A portable calculator priced at \$99 performs all calculating functions, from the simplest to such complicated figuring as simultaneous multiplication and square roots. A special feature of the Original-Odhner Model

227 is a "back transfer" timesaving device that makes it possible to perform such repeated (chain) multiplications as simple and complex discounting calculations. The back transfer key transfers a number from the result register to the setting board thereby retaining the result without having to reset the machine.

The Swedish-made machine is light and sturdy; it measures 7½ by 6 inches. For further information, write to Facit, Inc., 404 Fourth Avenue, New York City; or 235 Montgomery Street, San Francisco, California.

### Motion Picture Projector

A new 16mm sound motion picture projector has been designed by Bell and Howell. The 398A Specialist Filmosound has been simplified by removing the clutch and reverse features not required in the classroom.



It has made possible a new low price for Filmosound models, \$459.95.

The 398A has polished sapphire jeweled inserts to protect film. It has a rotary switch that operates both motor and lamp in one twist. An automatic rewind release prevents film damage. A new 10-watt amplifier allows the machine's use on a low power source.

For further information, write to Bell and Howell, 7100 McCormick Road, Chicago 45, Illinois.

### Chart-Pak Brochure

A 32-page color booklet, "Visualization Made Easier," is available free from Chart-Pak, Inc., Leeds, Mass. The booklet includes step-by-step directions for making office layouts and organization and flow charts. It also is a catalog (with prices) of the company's pressure-sensitive printed tapes

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in many sizes, colors, and patterns; easels; templates; and other charting materials.

### New Products at a Glance

- Thirty-two page color catalog of the Reliance Pen & Pencil Corp. describes every item the company sells, including specialty pencils, ball-point pens, erasers, penholders, rubber bands, and school implements. For a free copy write to the company, Dept. PC, 22 South Sixth Avenue, Mount Vernon, N. Y.

- "Plawall" blackboard becomes integral part of wall at savings up to 30 cents a square foot. Applied to masonry or plaster wall. Waterproof and extremely hard. Made by Waterproofing Materials Company, 2739 Ludelle Street, Fort Worth, Texas.

- Magnetic bulletin - blackboard, with full-color world map on reverse side. Plastic frame (red, yellow, or ivory) is 17½ by 22½ inches. Magnetic "hands," box of chalk, and eraser for \$5.95. Made by Post-Way Products, Dept. BEW, 1133 Broadway, New York 10.

- Pedestal teacher's desk: hammer-tone pattern on plastic top and "Swedish Modern" design. Right or left pedestal or both; up to three drawers a pedestal. Measures 30 by 48, 30 by 16, and 36 by 72 inches. Made by Brunswick-Balke-Collender Co., 623 South Wabash Avenue, Chicago 5.

- Card file. Every card faces operator. Finger space between cards; automatic place marker. Two sizes: 1,200 or 3,000 cards. Aluminum panels; adjustable end wings. Made by Evans Specialty Company, Inc., P.O. Box 8128, Richmond, Virginia.



1959 Golden-Touch Electric—by Underwood

## New "Floating Keyboard" helps stop typing strain!

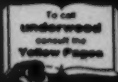
Much typing strain comes from holding hands up at the keys. This *Floating Keyboard* is sloped to reduce fatigue. It keeps keys low, brings them close, centers controls. There's less hand-travel than on any other keyboard.

You choose your own type style with the new Golden-Touch DOCUMENTOR.\* Keys are cup-shaped for easier *electric* touch. Impression control insures print-perfect copy—sharp carbons. Symbols (+ = ! °) add versatility. Try it soon!



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Controller of Hobart Brothers

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